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ABSTRACT

Teachers of social studies, foreign language, science, and journalism will find these learning activities useful in integrating "The New State of the World Atlas" (Simon and Schuster, 1984) into their curriculum. The book is organized into three sections. The first section uses an area studies approach. Activities focus on geopolitical and cultural groups of nations, including Latin America, South Asia, East Asia, Western Europe, the Islamic world, French-speaking nations, newly industrializing countries, and Africa. Stereotypes, similarities and differences, and interrelationships among the nations are explored. The activities in the second section deal with the issues of human rights, labor, rich and poor nations, refugees, separatist movements, the arms race, global environmental problems, and forms of power. In the last section students apply research skills to the "Atlas" as a whole. All the activities involve the use of more than one map and are structured to reinforce higher level cognitive skills. Students compare, analyze, and ask questions that lead to further study in other sources. The guide concludes with student handouts to be used in the activities. (RM)

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ACTIVITIES USING THE NEW STATE OF THE WORLD ATLAS

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Grades 7-12

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INTRODUCTION

This book contains a selection of teaching activities designed to be used with The New State of The World Atlas (Michael Kidron and Ronald Segal, Simon and Schuster, 1984). The activities have been completely revised to reflect changes in the 1984 edition of the Atlas. Teachers of social studies, current issues, foreign language, science, and journalism will find these activities useful in integrating the Atlas into their curriculum.

Organization

The book is divided into three sections, the first of which uses an area studies approach. A variety of activities focus on geopolitical and cultural groupings of nations, stereotypes, similarities and differences, and interrelationships among the nations are explored. The second section keys on a number of issues such as human rights, conflict, and power. In the last section, students apply research skills to the Atlas as a whole.

Skills

All activities involve the use of more than one map and are structured to reinforce higher level cognitive skills. Rather than using the Atlas to locate a set of unrelated facts, students are encouraged to compare, analyze, and ask questions that lead to further study in other sources.

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Title: INTRODUCING THE NEW STATE OF THE WORLD ATLAS

Introduction: To familiarize students with the organization and wide variety of information in the Atlas, this activity is designed as a puzzle. In order to successfully complete the puzzle, the student must use the various maps as well as the Introduction, Contents, The States of the World, Notes On the Maps, and Sources for The Maps.

Objectives:

To locate information in The New State of the World Atlas by using the various reference aids provided.
To interpret the maps and written data in the Atlas.

Grade Level: 7-12

Time: One to two class periods

Materials: Handout #1, "Introducing The New State of the World Atlas"

Procedure:

1. Distribute The New State of the World Atlas to each student or pair of students. Allow them to examine it freely for a few minutes. Brainstorm ways in which the Atlas could be used in the particular subject the class is studying. Ask students to list people other than students who might find a use for the Atlas (e.g., government officials, bankers, manufacturers, church groups).

2. Review the location and use of each of the following parts of the Atlas: Contents, Introduction, maps, The States of the World, Notes to the Maps, and Sources for the Maps.

3. Distribute copies of Handout #1. Tell students that they will be deciphering a secret phrase which is very important to an understanding of the "state of the world" itself and of the Atlas. Review the directions on the handout. Set a reasonable time limit, since efficiency in the use of the Atlas is one of the goals of this activity.

4. When students have answered all sixteen questions, briefly check their answers for accuracy. Discuss any discrepancies or problems in locating information.

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5. Discuss the meaning of the secret phrase "frame of reference" in the context of this statement: "[The New State of the World Atlas] provides a frame of reference for the changing pattern of events."

   Emphasize the idea that the Atlas represents a view of the world at a particular point in time, and that it is like one frame in a moving picture. It should not be viewed as a source of definitive information, but as a starting point, a basis for comparison. It should raise as many questions as it answers.

6. Ask students to complete the handout by writing a paragraph using examples from the Atlas to explain its meaning as a "frame of reference."

Key to Handout #1

1. Famines
2. Resources
3. Arms
4. Middle East
5. European Economic Community
6. Oman
7. Food
8. Rich and Poor People
9. Ethiopia
10. Fortune
11. Europe
12. Right to Learn
13. Expectancy
14. Notes to the Maps
15. Convention of the Sea
16. Equal Voting Rights

SECRET PHRASE:

F R A M E O F R E F E R E N C E

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AREA STUDIES

Title: LATIN AMERICA: CHECKING OUR PRECONCEPTIONS

Introduction: One of the first steps in learning about another culture is to check our preconceptions against current data. We often find that we are carrying around outdated images, misconceptions, or stereotypes which need to be revised through further study. This activity offers the student a chance to check his/her preconceptions about Latin America. The statements include some common misconceptions as well as some interesting facts which would motivate further inquiry in other sources. The concept of diversity within Latin America is a central theme which should be emphasized in the debriefing.

Objectives:

To interpret data from maps as a check on preconceptions about Latin America.
To analyze statistics from a variety of maps and make conclusions about the standard of living in Latin America.
To identify examples of diversity in Latin America.

Grade Level: 7-12

Time: One to two class periods

Materials: Handout #2, "Latin America: Checking Our Preconceptions"
The New State of the World Atlas

Procedure:

1. Ask students what they had expected their school to be like (or class, city, etc.) before they arrived for the first day. What were their sources of information? How accurate did they turn out to be? What mistaken or exaggerated ideas did they have? How did these ideas change? Relate this discussion to ways in which we learn about other cultures. Ask for examples of mistaken or exaggerated ideas that they had about other cultures and how these ideas have changed.

2. Distribute Handout #2. Explain that the statements on Part A are either true or false. Students will have a chance to check their preconceptions against one source of information, but first they must guess, based on what they now know or believe, whether each statement is true or false. These answers go in the column at the left marked PRETEST.

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3. There are two blanks at the bottom of Part A, the teacher may wish to develop two more statements about Latin America which the class identifies as their own preconceptions. (Make sure they are ones that can be tested through the evidence on the maps.)

4. Distribute copies of The New State of the World Atlas to each student or pair of students. Review the directions for Part A at the top of the handout, pointing out that there are three things to do for each statement--deciding whether it is true or false based on the evidence, listing the number of the map, and rewriting the false statements to make them true. Remind students to make use of the Contents and Subject Index. Provide maps if necessary.

5. Check student answers to Part A with the answer key. Discuss the way in which each answer was located as well as the implications of the answer itself. Ask students which answers surprised them the most and discuss reasons for their misconceptions and/or lack of information. What questions were raised that need to be answered by other sources?

6. Ask students to complete Part B by defining what constitutes a standard of living and by analyzing the maps which contain that information.

7. Check student answers to Part B, asking for specific data to back up their conclusions.

8. Have the students complete Part C, then discuss the concept of diversity in Latin America as it applies to standard of living, languages, politics, and other topics which will be included in further study of the area. As a class, list examples of diversity within Latin America based on evidence from the Atlas.

9. If students have found the answer to the bonus, discuss the implications of the fact that many Latin American countries have a GNP less than the big multinational corporations. How does this affect their foreign policy? Economic standing in the world? Domestic politics? Point out that the World Bank classifies Mexico and Brazil as NICs ("newly industrializing countries"), a group of countries which are among the most rapidly developing in the world.

Key to Handout #2:

Part A:

1. T; Map #2.

2. F; Map #7. Latin America as a region spends a lower proportion of its GDP on military uses than most other world regions.

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3. F; Map #14. Although they are agricultural countries, most Latin American nations must import food. (Note: Point out that commercial food crops for import may take the place of subsistence crops to feed the populations of the country itself.)

4. T; Map #19. (Note: Mexico receives 62 percent of its export income from petroleum.)

5. T; Map #21. GNP per head map inset.

6. T; Map #38. (Note: Brazil, Peru, and Ecuador have the greatest income gaps between rich and poor.)

7. F; Map #41. Except for parts of Central America, illiteracy rates in Latin America are below 40 percent.

8. F; Map #45. Water and air pollution are growing problems in Latin America, especially along the coasts of Venezuela, Mexico, Brazil, Argentina, and Peru.

9. T; Map #46.

10. T; Map #50. (Note: Inflation rates in 1980-81 ranged up to 104.5 percent in Argentina.)

Part B:

Answers will vary, but make sure they are supported by specific data and that the meaning of a standard of living is clearly understood.

Highest--Brazil, Mexico, Argentina, Chile, Venezuela (others if supported)

Lowest--Bolivia, Paraguay, Honduras (others if supported)

Part C:

Answers will vary.

Bonus: Mexico and Brazil (Map #30)

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Title: SOUTH ASIA: A REPORT CARD

Introduction: The nations of South Asia have faced serious socioeconomic problems since independence. This activity explores some of those problems using the analogy of a report card. Students are asked to "grade" each nation's present performances, based on specific criteria. Students are then asked to look at other factors which must be considered in a fair evaluation--background, relative progress over a period of time, and socio/cultural/geographic factors which may influence progress. Discipline, or evidence of social protest, is also explored with the opportunity for discussion on the advantages and disadvantages of authoritarian government in a developing country.

Objectives:

To evaluate the success of South Asian countries in solving socioeconomic problems.
To recognize other factors which must be included in a fair evaluation.
To analyze the relationship between authoritarian forms of government and the solution of socioeconomic problems in a developing country.

Grade Level: 7-12

Time: One to two class periods

Materials: Handout #3, "South Asia: A Report Card"
The New State of the World Atlas

Procedure:

1. Ask students to describe the basis on which they are graded in school. They will probably mention things like tests, homework, even whether or not the teacher likes them. Accept all answers and write them on the chalkboard. Then in a second column, ask students to list ways in which they would "grade" the progress of a developing country. Ideas such as visiting the country and using statistics should come up. Ask which would be easiest to measure (like in a math test). The responses probably will be that visitors would get a very subjective impression, other leaders might be biased in their opinions, but statistics would be easiest to measure.

2. Distribute copies of Handout #3 and The New State of the World Atlas. Tell students that they are going to have a chance to "test" and "grade" the nations of South Asia in six subject areas, or problems. Review the directions on the handout through #2. Give the students time to complete

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the map and chart. (Note: You may wish to omit Bhutan, since there is no data available on Bhutan for problems 1, 3, and 5. Leaving it in would offer an opportunity, however, to discuss problems of incomplete data and reasons why a country like Bhutan might have difficulty collecting data.)

3. Review the data and grades on the students' charts. Make sure that they judged the data in the proper direction (e.g., high illiteracy is bad, while a high GNP/capita is good). Discuss reasons why some students graded harder than the others. Did they do it in relation to the rest of the world, which made South Asia, as a region, all relatively low? Make as many analogies to the students' school experiences as possible (e.g., skill deficiencies handicapping progress, ability tracking, problems in one area leading to problems in others). Issues will probably be raised that will lead naturally to question #3.

4. Raise the whole issue of fairness which is central to question #3. Then ask students to write down their ideas and share them. At this point, students should be raising more questions than can be answered by the Atlas. Encourage hypothesizing and, if possible, reference to other sources.

5. Ask students what often happens in classes full of low achievers. They should mention things such as low morale and poor discipline. Ask how the teachers often respond to these problems. Then make the analogy to the problem of law and order in a poor developing country. Ask students to complete questions #4 and #5 on the handout. In the subsequent discussion, raise issues such as the following:

   What were some of the causes of minority protests in South Asia? (Map #56)

   How did the governments respond? (See Map #25 and other sources such as Amnesty International's Annual Reports.)

   How have such minority conflicts affected the history of the region? Discuss the Hindu Moslem conflict at the time of partition, formation of Bangladesh, and the assassination of Indira Gandhi.

   Other countries with similar socioeconomic problems have not experienced the same protests. Why (e.g., Communist countries)?

   What techniques have been used in schools to improve discipline and morale that might have rough parallels on a national level? (Examples: programs to make students feel more of a personal commitment, incentives, goal setting, diagnosis and treatment of basic problems holding back progress, adaptation to cultural givens.)

6. Follow-up: Have students design a new way of evaluating progress in nations such as those of South Asia.

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Key to Handout #3:

Problem/Countries	India	Pakistan	Bangladesh	Sri Landa	Nepal	Bhutan
#1	10-15%	15-20%	10-15%	5-10%	15-20%	NA
#2	0-300	750-1500	0-300	0-300	0-300	0-300
#3	60-80	60-80	60-80	20-40	80-100	NA
#4	-7.5 - -15%	-2.5 +2.5%	-15%	-2.5% - +2.5%	-7.5 - -15%	-7.5 - -15%
#5	>half	1/2 - 3/4	>half	1/2 - 3/4	3/4+	NA
#6	46 Men 45 Women	52 Men 52 Women	46 Men 47 Women	62 Men 65 Women	44 Men 43 Women	44 Men 43 Women

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Title: EAST ASIA: THE NUMBERS GAME

Introduction: One of the important concepts in studying East Asia is scale--over one billion people in China; a nation (Japan) the size of California which can successfully compete with the U.S. in some markets; the vast expanse of mountainous land which forms the "roof of the world" in Tibet; and the potential of the mineral resource of the region. This introductory activity attempts to stretch students' images of East Asia. Through a variety of exercises using The New State of the World Atlas, students get a measure of numerical strength, length, height, comparative size, and distance in East Asia.

Objectives:

To develop the concept of scale in relation to East Asia.
To make quantitative comparisons between East Asia and the United States.
To predict changes in population and other variables and to speculate on consequences of these changes.

Grade Level: 7-9

Time: One to two class periods

Materials: Handout #4, "East Asia: The Numbers Games"
The New State of the World Atlas

Procedure:

1. Ask students to list all of the examples they can think of for the uses of a scale (weighing, measuring length, graphs, maps, art, music, etc.). Then, decide as a group on a common definition of the term. Discuss the importance of scale to the individual in getting a realistic perception of his/her environment. For example, why is it so important to understand the relationship between a road map and the area it represents? Make sure that the ideas of relativity and comparison are included in the discussion.

2. Explain that this exercise will apply the concept of scale to a study of East Asia. Ask students these brief warm-up questions:

   How many Chinese are there to every one American? (Approximately four)

   How high is the world's highest mountain? (Mt. Everest is 29,028 feet, or 8,848 meters above sea level)

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What East Asia cities are among the five largest in the world? (Answers may vary, depending on the source, but Tokyo, Shanghai, and Beijing are listed by most sources as among the top five cities.)

The longest international land boundary in the world is between which two countries? (China and USSR)

3. Distribute Handout #4 and copies of The New State of the World Atlas. Review the directions and give the students time to complete Part A. Check the answers and discuss the implications of the comparisons as well as indications of trends.

4. Ask students to complete Part B in pairs. Discuss their answers, allowing them considerable latitude in their answers as long as they support them with evidence from the maps or other sources. Remind students that the information in the Atlas is in some cases already outdated--that it represents one point in time and is subject to change. Being able to accurately assess trends and predict what will happen on the international scene is an important skill for businessmen, politicians, scholars, farmers, and manufacturers.

Key to Handout #4:

Part A:

1. (check labels)
2. China
3. Japan
4. South Korea's population is approximately one-third that of Japan. If present growth rates continue, South Korea will narrow the gap.
5. Japan spends less than 5 percent of its national income on the military, as does the colony of Hong Kong. Both are assisted in their defense by foreign powers. (See Map #6)
6. China
7. Japan
8. Japan
9. Japan. For both men and women, Japan's life expectancy is higher than that in the U.S.
10. Japan
11. Both China and Japan had much lower inflation rates than the U.S. in 1980-81.
12. China's nuclear weapons are very limited when compared with those of the superpowers.

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13. Approximately twice

14. China has had power disputes with the Soviet Union, India, Vietnam, Hong Kong, and Taiwan.

15. China's population is approximately twice that of the U.S. and the USSR put together.

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Title: WESTERN EUROPE: THE COMMON GOOD?

Introduction: Western Europe provides a good case study for the interconnections, interdependencies, and conflicts that arise between nations of a region as well as between that region and the rest of the world. This activity is meant to provide students with an opportunity to gather evidence to support some general position statements. As a research assignment, it would be suitable for a class that is learning how to do position papers, because it would give them practice on a smaller scale in organizing evidence to support a particular position.

Each of the five statements included in the activity relates to one form of interconnection or conflict, either within Western Europe or between Western Europe and other parts of the world. Because it requires some basic knowledge of Western Europe, this activity should not be used at the beginning of a unit, but after students have sufficient background.

Objectives:

To analyze maps in the Atlas for patterns of conflict and interconnection.
To gather evidence to support a general position statement.
To summarize the supporting data for a general position statement.

Grade Level: 9-12

Time: One to two class periods

Materials: Handout #5, "Western Europe: The Common Good?"
The New State of the World Atlas

Procedure:

1. Ask students to think of their own community and to list some of the ways in which it is divided (neighborhoods, subdivisions, residential/business/industry, school districts or zones for individual schools, etc.). What potential conflicts are there between the divisions of the community? How are they interconnected (economically, socially, politically, geographically)? What kind of patterns or conflict and interconnectedness does the community have with the outside world? Encourage students to represent their ideas graphically using diagrams or sketch maps and symbols to represent conflicts and interconnections.

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2. Distribute copies of Handout #5. Ask students to identify which statements about Western Europe indicate interconnections, which indicate conflicts, and which might contain both. Encourage divergent opinions, but ask students to justify their opinion with examples of specific interconnections/conflicts.

3. Distribute copies of The New State of the World Atlas to each student or to pairs of students. (The teacher may prefer to have students work in groups of four or five, each of which finds evidence for only one statement. This would depend on time and the nature of the class.) Review the directions on Handout #5, asking the students to gather as much evidence from the Atlas as they can find which would support each of the statements. They should take notes in the blank space provided below each statement, indicating from which maps they got their information.

4. Review the data collected for each statement. Discuss evidence which contradicts the statement, and indicate that although it is valid evidence, for the purposes of the activity, only supporting evidence was to be collected. Also note what kinds of evidence are missing from the maps. What sources would probably be useful in finding the missing evidence? (If the teacher wanted to extend this lesson, students could be asked to collect evidence from at least one other source.)

5. Ask students to choose one (or more) of the statements and to write a paragraph summarizing the evidence supporting that statement. Encourage the students to organize their information into a convincing argument. They may wish to add diagrams, tables, maps, or other visual aids to strengthen their arguments.

6. In the debriefing after students have completed their paragraphs, return to the idea of the community. Discuss the most important interconnections and conflicts within Western Europe that emerged during the activity. Ask students to predict, based on the idea that the Atlas is only a frame of reference for one point in time, what will happen to these patterns within the next twenty-five years.

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Title: THE ISLAMIC WORLD: DIVERSITY

Introduction: When they think of the Islamic World, many students think only of Saudi Arabia and its neighbors. This activity helps to expand that image by emphasizing the scope and diversity of the region. Students are asked to check on the general validity of a set of statements and then to indicate examples of diversity. A more accurate and less monolithic image of the Islamic World should emerge. The activity should fit best at the beginning of a unit on the Middle East or the religion of Islam.

Objectives:

To analyze maps for general patterns within the Islamic World (geographic, social, political, economic).
To identify examples of diversity.

Grade Level: 7-12

Time: One to two class periods

Materials: Handout #6, "The Islamic World: Diversity"
The New State of the World Atlas

Procedure:

1. Ask students to describe what part of the world is inhabited by people who follow the religion of Islam. Encourage them to try to form a mental image of the boundaries of the Islamic World.

2. Distribute Handout #6 and copies of the Atlas to individuals or pairs of students. Review the directions for Part A. If necessary, help students interpret the key to Map #28. Give them time to complete Part A.

3. Check and discuss answers. Students may question the use of Marxism in South Yemen and Afghanistan. Some may want to know why countries like Chad, Nigeria, and Ethiopia are striped. Discuss the religious/ethnic/political divisions in these countries.

   On the population questions, bring out the idea that although we use the image of Saudi Arabia to represent Islam, it actually has a small population in comparison to Islamic countries such as Indonesia and Pakistan.

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4. The statements in Part B are intended to bring out some of the stereotypes and misconceptions of the Islamic World as well as to establish some general patterns. Two questions specifically deal with the relationship of the U.S. and the Islamic World (questions #2 and #10).

   Review the directions for Parts B and C with students and remind them to use the Contents and Subject Index to locate maps for each question.

5. Check answers to Parts B and C. Encourage discussion about general patterns and examples of diversity. Ask students if they see any subgroupings of countries within the Islamic World that have many of the same characteristics. On what criteria would they create those subgroupings (oil/nonoil; geographic: Africa, Arabian peninsula, Asia; agricultural/nonagricultural)?

   As a concluding activity, ask students to: (1) describe how their perceptions of the Islamic World have changed based on the information in the Atlas, and (2) make a list of questions that this activity has raised in their minds which could be answered through further study.

Key to Handout #6:

Part A:

1. (see below)

2. Countries of the Islamic World:

Mauritania	Syria
Morocco	Jordan
Senegal	Iraq
Gambia	Saudia Arabia
Mali	N. Yemen
Western Sahara	Oman
Algeria	United Arab Emirates
Niger	Kuwait
Tunisia	Qatar
Libya	Bahrain
Egypt	Iran
Sudan	Pakistan
Somalia	Bangladesh
Djibouti	Malaysia
Turkey	Indonesia

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and portions of the populations of:

Nigeria	Chad
Guinea	Upper Volta
Philippines*	Sierra Leone
Lebanon	Cyprus
	Afghanistan*

*Although the Atlas does not list the official religion of these countries as Islam, it does indicate religious conflict, a result of Muslim resistance to the central government.

The geographic span of the Islamic World is from the Atlantic Ocean on the west to the Pacific Ocean (Indonesia and the Philippines) on the east, and from Turkey and Iran on the north to the African countries of the Sahel and the Horn of Africa on the south.

3. Indonesia and Malaysia are most removed from the religious center of Saudi Arabia. These nations are Muslim because of the trading settlements set up in the area by Muslim merchants.

4. Countries with the largest populations include Indonesia, Bangladesh, Pakistan, Egypt, Turkey, and Iran.

5. Any answer which can be supported by evidence from the map should be accepted. Possibilities include Saudi Arabia, Mauritania, and Libya.

Part B:

1. True. Map #1. (Note: The exceptions include Egypt, Saudi Arabia, Turkey, Syria, Iraq, and Iran. Students may think that these countries comprise a majority within the Islamic World and must be reminded of the large number of other Islamic nations which were colonies until after World War II.)

2. False. Map #13. Saudi Arabia sells more oil to Europe than it does to the U.S. (inset on map showing major customers)

3. False. Map #14. Most nations in the Islamic World are food importers. (Note: exceptions, include Pakistan and Turkey.) Discuss why cereals are used as the criteria instead of total food exports and imports. Commercial food crops such as coffee might make a real food shortage for the people of the country.

4. True. Map #19. (Note: Exceptions include Jordan, Senegal, Pakistan, and Malaysia.)

5. True. Map #32. (Note: Countries providing much of this immigrant labor for the Arabian Peninsula's oil countries are North Yemen, Egypt, and Jordan.)

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6. True. Map #35. (Note: Exceptions with over 30 percent and 40 percent of the labor force made up of women include Egypt, African countries like Mali, and the Asian countries of Malaysia and Indonesia.)

7. False. Map #38. Compared with South America, countries of the Islamic World have less extremes of wealth and poverty (within the country).

   (Note: The data on this map is incomplete for the Middle East. Some students may say that there is not enough information to make a judgment. If they can support this claim with evidence, accept it.)

8. True. Map #47.

9. False. Map #44. Islamic countries have among the lowest crime rates in the world.

10. False. Map #13. Exceptions include Venezuela and Gabon.

Part C:

Answers will vary. Encourage students to be specific, backing up their answers with evidence from the maps.

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Title: LE MONDE FRANCAIS

Introduction: This activity may be used in foreign language classes or as part of a European studies or world history course. The major concept involved is the extent to which the French language is a cultural tie between very diverse nations and people. An interesting follow-up would be to invite speakers from various parts of the French-speaking world to visit the class.

Objectives:

To recognize the diversity of nations in which French is spoken.
To list cultural influences on other nations through the spread of the French language.
To analyze historical trends in the spread of the French language as well as in its decline in some areas.

Grade Level: 9-12 (could be adapted for lower grades)

Time: Two to three class periods

Materials: Handout #7, "Le Monde Francais"
The New State of the World Atlas

Procedure:

1. If the students have not used The New State of the World Atlas before, they will need a brief introduction. Make sure to point out the various parts of the book--the Contents, list of The States of the World, and Notes on the Maps. Give the students a few minutes to browse through the Atlas and find some maps that interest them.

2. Introduce the activity by explaining that it will give them some knowledge about the other parts of the world in which French is spoken. A series of photographs or slides of French-speaking people in places like Canada, Africa, Southeast Asia, and the Caribbean would spark interest and lead to questions.

3. Ask students to complete Part A of Handout #7, which will give them an overview of the extent of the French-speaking world.

4. Check the factual answers and allow time for student hypothesizing on the opinion questions before offering the "answers" in the Key or other sources.

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5. Ask students to complete Part B. Review the directions, making sure that they list the country and the data. Some students may wish to add the topics and maps to the chart and should feel free to do so.

6. Review the students' answers to Part B, emphasizing the variety of life styles within the French-speaking world. Discuss possible conflicts and/or ways in which the elements of diversity could lead to important ties.

7. Building on the previous discussion, ask students to complete Part C on the ties within the French-speaking world. Allow any answers which can be reasonably supported by evidence from the maps.

8. Remind the students that the patterns of diversity and interconnections within the French-speaking world have changed markedly in the past fifty years and will probably continue to change. Review some of the changes since 1900. Ask students to discuss their answers to the last two questions in Part C, encouraging them to elaborate on their plan for the leader of France.

Key to Handout #7:

Part A:

1. There are eighteen possible answers:

Country
Mauritania
Mali
Senegal
Guinea
Ivory Coast
Togo
Benin
Upper Volta
Niger
Chad
Central African Republic
Gabon
Congo
Zaire
Cameroon
Rwanda
Burundi
Comoros
Seychelles

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2. Morocco, Egypt, Lebanon, Tunisia

   Morocco and Tunisia were part of the French Empire. Egypt and Lebanon have had close cultural ties to France since the early 1800s. France had a strong influence on the educational system in both Egypt and Lebanon, and French was used by many scholars. Communities within both countries speak French as their first language.

   Algeria, Morocco, and Tunisia have rejected French as their official language because of nationalism and a desire to rid themselves of a symbol of imperialism.

3. Indochina--Laos, Vietnam, Kampuchea

   Considering the attitude of the Communist governments, the use of French will probably decline in Indochina.

4. Canada, French Guiana, Haiti (also French islands in the Caribbean)

5. French is spoken by a sizable number of people on all continents except Australia and Antarctica. (Students could also make a case for South America, in spite of French Guiana.)

6. Mauritania, Ivory Coast, Gaban, Central African Republic, Madagascar, Senegal, Niger, Zaire, Djibouti, French Guiana, Guadaloupe, Martinique, etc.

Part B:

Answers will vary.

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Title: NEWLY INDUSTRIALIZING COUNTRIES: MOVING ON UP

Introduction: Where we used to talk about developing or Third World ccuntries as a group, recently a new term has come into use: the "newly industrializing countries," or NICs. The World Bank has classified this group as the global "middle income countries": Singapore, Hong Kong, Brazil, Mexico, Taiwan, South Korea, the Philippines, and Nigeria. This activity will introduce students to the concept of NICs and will use the Atlas as a source of supporting evidence for the classification. Students should also gain an understanding of what they cannot learn from a statistical resource. They should be left with questions of values and personal/societal dynamics that lead to further study.

Objectives:

To introduce the concept of the NICs, or "newly industrializing countries."
To analyze the maps in the Atlas for evidence to support the World Bank's classification.
To identify the factors which make a nation's rapid economic development possible.
To evaluate the use of the Atlas as a resource for understanding international economics.

Grade Level: 9-12

Time: Two or three class periods

Materials: Handout #8, "Newly Industrializing Countries: Moving on Up"
The New State of the World Atlas

Procedure:

1. Begin with the concept of social class. Ask students to describe the characteristics of the upper class and lower class. Responses should include the ideas that the upper class has often inherited its wealth, lives in relative isolation, and in some ways, exploits the rest of the population; and that members of the lower class seem caught in a "vicious cycle of poverty," but with opportunities some manage to better themselves. Ask students to list characteristics of the middle class. These should include an emphasis on material success, education, and competition. To tie these concepts to the international scene, ask students to list examples of "upper class" nations in the world as well as "lower class" nations. Which ones would they consider middle class? On what basis are they making their classifications?

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2. Introduce the concept of the NIC or "newly industrializing countries." Indicate that organizations such as the World Bank and the European Common Market now have identified a group of eight "middle income countries" which are referred to as NICs. As with any grouping, this classification refers only to the present situation. Ten years ago Japan might have been considered part of this group, now it has been included among the rich nations. Depending on the level of sophistication of the students, they might be able to speculate on the identity of the eight NICs. Note that two are in Latin America, one in Africa, and the rest in Asia. List the eight countries* as identified by the World Bank: Mexico, Brazil, Nigeria, Singapore, Hong Kong, South Korea, Taiwan, and the Philippines. Ask students to speculate on reasons why each is included.

3. Distribute copies of Handout #8 and The New State of the World Atlas. Review the directions with students. Discuss the types of criteria that could be used in question #3, emphasizing the idea that they should be basic as well as comprehensive as a group--not all weighted in one direction. Give students time to complete questions #3 and #4.

4. Review the evidence on student answers to question #3. Explain that instead of a complete explanation of the success of the NICs, their charts are like pieces of a puzzle with some key pieces missing. Discuss the factors involved in middle class success--the religion-based work ethic, immigrant social values, support by family, presence of education/entrepeneurial opportunities, and so forth. Introduce the concept of the Confucian work ethic as seen in Taiwan, Hong Kong, South Korea, and Singapore. Bring out the idea that although material success can be measured for both middle class people and NICs, the underlying values and social structure have a great deal to do with the reasons for that success. Good fortune, in the form of a good personal investment or a nation's discovery of a resource like petroleum, can also be a factor in success. Encourage students to ask questions, hypothesize, and if possible, follow through on research into topics such as the following:

   The advantages/disadvantages of the discovery of oil in Mexico and/or Nigeria.

   The role of the Confucian work ethic in Asia.

   The influence of foreign capital and markets on the development of NICs.

   The "cheap labor" image--reality or illusion?

   The role of governments of NICs in supporting private industry.

   The role of multinational corporations in NICs.

   The possible effects on NICs of a more protectionist trade policy in industrialized countries.

*Two of these aren't technically considered countries, but are treated as separate units in the Atlas (Hong Kong and Taiwan).

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Title: THE AFRICAN CONNECTION: A FAIR DEAL?

Introduction: Although African countries have some of the least developed economies, their products are, in many cases, irreplaceable within the industrialized West. This activity explores the "African Connection"--the agricultural and mineral products which are the raw materials for some of the western high technology. Students investigate a number of maps in the Atlas to put together a list of products from Africa. Then by looking at African trade and financial relationships with industrialized countries, they raise questions about them.

Objectives:

To collect information on specific products from Africa.
To analyze the trade relationships between African countries and the industrialized countries.

Grade Level: 7-12

Time: One to two class periods

Materials: Handout #9, "The African Connection: A Fair Deal?"
The New State of the World Atlas

Procedure:

1. Distribute copies of The New State of the World Atlas and Handout #9. This activity may be done in two parts. Questions #1-7 are the basic information on products from Africa, and questions #8-15 explore the nature of the trade relationships between Africa and industrializing countries.

2. Depending on the level of sophistication of the students, this activity can lead to a more in-depth study of the north/south dialogue (see "Rich Nations/Poor Nations" and "The NIEO--Justice or Blackmail?").

Key to Handout #10:

1. Importers (Note: Food exports and imports are measured in cereals on this map, leaving out commercial exports such as cocoa that are not related to the country's ability to feed its population.)

2. South Africa and Zimbabwe

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3. U.S., Australia, France, Argentina

4. Ethiopia, Mali, Mozambique, Chad, and Guinea are among the African countries with the worst food problems. Famines have been common in the Sahel as well as other parts of Black Africa, making Africa, as a continent, the site of over half of the world's famines since 1950.

5. Food production in Black Africa has dropped dramatically, partly because of urbanization and partly due to the increase in production of commercial food crops for export. (See Notes on the Maps)

6. Oil seeds and nuts, cocoa, animals, coffee, sugar, cotton

7. Petroleum, copper, precious stones, uranium, iron ore

8. Diamonds, manganese, chromium, bauxite, antimony, cobalt, platinum

9. Algeria, Nigeria, Libya, Gabon are members of OPEC. Nigeria, Libya, and Algeria ship large amounts of oil to North America.

10. Oil prices have risen. Countries such as Ghana and Kenya which have no energy resources have had to pay more for imported oil, while the prices of their agricultural products have not risen accordingly. (Note: This has also been a problem for the American farmer on the world market, an interesting cross-cultural link.) Zambia has suffered because of a drop in the price of copper, which accounts for 87 percent of its export income. In general, producers of commodities on the world market are most susceptible to price fluctuations.

11. Japan's export trade is greater than all African countries put together. (See Map #18)

12. Japan's national income is approximately twice as great as the national incomes of all African countries combined. (See Map #21)

13. Answers will vary. Included should be items such as skilled labor, capital, improved port and transportation facilities, local markets, governmental support, access to raw materials.

14. Answers will vary. Low educational (Map #41) and health (Map #40) standards, lack of technological skills (Map #20), heavy debts, (Map #51), inflation (Map #50), and the gap between rich and poor in many African countries (Map #38).

15. Answers will vary. Discuss the way in which these factors tend to perpetuate the system:

    Monopoly on technology (copyrights, patents, etc.)

    Control of international financial institutions

    Restrictive trade policies

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Suppression of unions

Multinational corporations in collusion with local governments

The "brain drain" to industrializing countries

16. Answers will vary. Encourage a variety of ideas.

Cartels (OPEC, cocoa, copper, etc.)

Attempts to be self-sufficient (China, Tanzania)

Pressure through international organizations (NIEO)

On the whole, these tactics have not met with much success, although OPEC had a major impact in the early 1970s. China has begun to seek foreign technology and investment, the Tanzanian experiment is in jeopardy, and the NIEO has not been able to transform its ideas to actions.

An effective follow-up to this activity would be to do the simulation "Mr. Goodbar" from CTIR's Teaching Global Awareness with Simulations and Games. This simulation demonstrates the difficulties of raw materials producers in the international economy in a very concrete and uncomplicated way.

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ISSUES

Title: GLOBAL HUMAN RIGHTS AND WRONGS

Introduction: A number of the maps in The New State of the World Atlas are related to the basic issue of human rights. This reflects the orientation of its authors who stated in the Introduction to the first edition that, "While it is true that the state has in its time been an instrument for the extension of personal liberty and for much material progress, it has also been an instrument of personal oppression, collective violence, and economic waste." The activity uses the maps as a jumping-off point, and encourages students to ask questions which lead to research in other sources.

Objectives:

To interpret maps for facts on human rights around the world.
To raise questions about human rights which lead to further study.

Grade Level: 7-12

Time: One class period, plus time for independent research

Materials: Handout #10, "Global Human Rights and Wrongs"
The New State of the World Atlas

Procedure:

1. Have the class list on the chalkboard all the rights which they consider basic human rights. Ask each student to choose the ones which he/she considers the five most important on a global basis. Discuss some of the violations of these rights that students know about here and in other countries.

2. Distribute Handout #10. Ask students to list their five most important human rights on the top of the page. Review directions for the rest of the activity. Encourage students to use a variety of maps to find information about human rights. Possibilities include Maps #23, #28, #32, #33, #35, #41, #44, #46, and #56.

3. Discuss student answers, grouping them by world area or specific right. Try to establish connections such as between a low educational level and labor exploitation. Encourage students to hypothesize about the actual situation in particular areas and possible causes of human rights abuse. Depending on the students' level of sophistication, they might link specific abuses to structural characteristics of the society.

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4. Make a list of student questions from Part B of the handout. These may be questions raised by one map which could be answered by looking at other maps in the Atlas, or they could necessitate going to other sources. Take time to discuss with students what kinds of information they could get from each type of source (e.g., personal interviews, newspaper articles, government documents, church publications, Amnesty International, labor unions, United Nations agencies).

5. Follow through by assigning one human right or research question to each student and having them prepare a report using other sources. They could include maps based on The New State of the World Atlas format in their reports.

Follow-up: Students who become informed about human rights violations in particular countries or regions may wish to check on possible ways in which they might translate their concern into action. Organizations which can provide information include Amnesty International, Oxfam, and the American Friends Service Committee, as well as specific church groups.

Bibliography:

Amnesty International Country Reports. These are more detailed and could be used for in-depth research on particular countries.

Power, Jonathan. Amnesty International: The Human Rights Story. New York: McGraw-Hill, 1981. A good resource for high school students. Readable, with summaries on human rights in a number of countries and regions.

Biographies and autobiographies (e.g., Steve Biko, Jacob Timmerman, Alexander Solzhenitsyn).

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Title: HUMAN RIGHTS: ON TRIAL

Introduction: This activity is an alternative strategy for teaching about the issue of human rights. It uses a core study approach and is oriented toward building a case--for possible action--against a nation's violation of human rights. The format is adaptable to preparation for a Model UN conference or for a mock international human rights conference.

Objectives:

To select evidence from the maps of human rights violations by a specific country.
To research the "case" against that country in its treatment of human rights.
To present the evidence in a convincing argument for the prosecution.
To plan a course of action against these violations by the U.S. government or international agencies.

Grade Level: 9-12

Time: Two or three class periods, plus time for independent research

Materials: Handout #11, "Human Rights: On Trial"
The New State of the World Atlas

Procedure:

1. As a warm-up exercise, have students discuss the following in a small group.

   What is the importance and/or necessity, if any, of becoming aware of the human rights issue in a "global world?"

   What responsibility, if any, should we as Americans have relative to this issue? Be specific. What kinds of questions are raised when examining the human rights issue?

2. Discuss the concept of human rights with the class. Help them to expand their conception by making lists of rights which are essentially economic, political, and social. Help students to understand the interconnections between these categories. For example, people who cannot vote for their government may suffer from substandard nutrition and housing or labor exploitation. Education, a social right, has economic implications.

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3. Ask students to list countries which have been accused of human rights violations. Challenge the sources of their information. Ask the students to make any comments relative to the list of countries, i.e., any reasons why a particular geopolitical region may have more or fewer human rights violations. Here again you, as instructor, need to have the students check the validity of their statements. Is there evidence of human rights progress in any of these countries? What would account for any progress?

4. Distribute Handout #11. Students may choose one country listed on the handout or another for which there is sufficient information. Their first step is to gather information from The New State of the World Atlas on human rights in that country. Remind students to think of economic, political, and social rights and to note the names of maps from which they get their information.

5. Allow students time to do further research on their countries using sources such as the Amnesty International country reports and articles in magazines and newspapers. (Note: Invite a guest speaker from an organization involved in human rights, i.e., Amnesty International, American Friends Service Committee, Catholic Church.)

6. Review with the students the style and format of a prosecutor's indictment. Each student should prepare a brief argument for the prosecution against the country he/she studied. It should include specific charges of human rights violations, supporting evidence, and a plan for a course of action by the U.S. government or an international agency.

7. Students may present their arguments for the prosecution in front of the "grand jury" (class), which may vote whether or not to indict the country. A variation might be to present the argument for or against certification of progress in human rights, as the U.S. Congress requires for aid to El Salvador and other countries. The class could vote whether or not to certify and what kind of aid (if any) to recommend. (Note: Not only should the prosecution case be presented, but the defense case as well. This is important for two reasons. One is that it adds to the realism of the situation. And two, the students need to be reminded that for every issue there are differing perceptions.)

8. Follow-up discussion. These questions are intended to deepen the level of the student's understanding.

   Is there an acceptable level of human rights violations before the international community should become concerned and/or involved? Why or why not?

   What considerations are behind a country and/or an international organization in determining what course of action or no action at all? It should be relative to human rights violations by another nation, i.e., the case of the U.S. and the Philippines.

   Is any action, even direct military involvement, justified in order to stem human rights violations on the part of a nation?

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Title: WORKERS OF THE WORLD

Introduction: The work situation found throughout the world provides an excellent illustration of a number of concepts/issues that have global ramifications: changing family structure due to more women entering the work force; economic interdependence; cross-cultural awareness; and the consequences of unemployment on people's lives. Recent economic circumstances have made more citizens take notice of the global labor situation and patterns. Through these exercises, students will gain a greater understanding of an activity (work) that will occupy a large portion of their life span.

Objectives:

To identify the way(s) that labor is a global concept.
To examine the consequences of the "flight of labor" on national and international economics.
To investigate the consequences of rural-urban migration on Third World countries.
To analyze the maps' relation to labor and to make connections between political, economic, and social conditions and work patterns.

Grade Level: 9-12

Time: Two to four class periods

Materials: Handout #12, "Workers of the World"
The New State of the World Atlas

Procedure:

1. As a warm-up exercise, have students in a large group situation discuss the following:

   What are your perceptions and definitions of work?

   What role(s) does work play in people's lives?

   What are some of the major categories of work (service, agricultural)?

   What are some of the major changes, of recent years, in the work pattern? (i.e., Industrial to Information in the U.S.)

   What are some of the common conditions and problems (inflation, safety-related) experienced by workers throughout the world?

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2. Distribute the Atlas and Handout #12. Students may work individually or in pairs. Review the directions for Part A and give students time to complete it. Discuss their answers.

3. Review the directions for Part B. After students have completed the section, discuss their answers.

4. Direct students to Map #37. In a large group, students will give future unemployment figures for each geopolitical region. Define geopolitical. Discuss what global impact these projected figures will have. For example, there will be a need for increased social services to facilitate the unemployed.

Further Suggestions:

1. Have students select an occupation found throughout the world and compare/contrast that job as it exists in another culture (Poland, China, etc.) and in our culture. This report (oral or written) would investigate such items as:

   status
   working conditions
   salary comparison
   the kind of training or education needed.
   changes within that occupation, i.e., farming from small scale to agribusiness

2. Invite a guest speaker from another culture to talk about work, labor unions, and so forth. Then invite someone with that same occupation who is American. Students should be expected to ask questions so that they could make some cross-cultural comparisons.

3. Another idea is to have a debate relative to immigration law(s). This is a controversial topic, in that some Americans are concerned over the increasing number of foreign workers (one example are the workers from Mexico) and the possible threat posed to American workers and their jobs.

Bibliography:

E. F. Schumaker. Small is Beautiful. An excellent readable source which discusses labor and economics in the Third World, and the relationship between the the Third World and the industrial nations--the U.S., Western Europe, and Japan.

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Title: RICH NATIONS/POOR NATIONS

Introduction: By the year 2000, it is estimated that approximately 65 percent of the world's population will be living in poverty. This "gulf" between "rich" nations and "poor" nations has been described in other ways: "Haves and Have-nots" and the "North/South" dichotomy. Through this activity students will see the importance of this issue in an interdependent world. They will study conditions in the "poor nations" to realize the "basic needs" that are denied people in this situation. And students will examine the consequences and pressures resulting from this inordinate situation, that some say could prove to be disastrous.

Objectives:

To identify the causes for this "gulf".
To examine the area(s) most affected by it.
To analyze the consequences of it on a national and global basis.
To identify the basic needs denied or limited to people living in "poor" nations.

Grade Level: 9-12

Time: Three to four class periods

Materials: Handout #13, "Rich Nations/Poor Nations"
The New State of the World Atlas

Procedure:

1. Warm-up activity. Ask students for their perceptions of Third World countries. Be sure they understand the term Third World. Ask students for their perceptions of the people in these countries. Then ask students to speculate on those people's perceptions of us. Put these perceptions on the board to facilitate discussion. Suggested perception items:

   Values/attitudes
   Idea of progress
   Role of technology
   Work ethics
   Size and role of the family
   Freedom

   To follow-up on this exercise, ask students how they might check on the accuracy of their perceptions.

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2. Distribute Handout #13 and refer students to Map #38 in the Atlas. Individually or in small groups, depending on the nature of the class, identify which hemisphere contains most of the poor nations. Ask students to identify five other maps in the Atlas that illustrate the gap in power between rich and poor. Discuss their choices with them.

3. Using maps in the Atlas, and other sources, identify the political and economic reasons why this "gap" exists, and is, in fact, widening between the rich nations and the poor nations.

4. Have students list some of the basic needs (term needs to be explained) that are denied to many people in poor nations. Have students refer to maps in the Atlas. To follow this up, discuss with students the results of these needs being denied. To develop this further, students could do a report (written or oral) comparing or contrasting the lifestyle of a "typical" family in a poor nation. Items to be considered: calorie intake, income, consumption patterns, and so forth.

5. Using the maps in the Atlas, have students look for evidence that the "cycle of poverty" can be broken. Be sure they understand this term. A brief statement should support their findings.

6. In large groups, have students discuss the major consequences of this gulf on global economics and politics. Some items might include:

Military conflict	Payment of debts
Allocation of food	Refugee problem
Foreign aid programs	Population

7. Discuss the moral questions associated with this gulf (this is ideal for a debate format). To what degree is the pattern of consumption in rich societies (U.S.) a factor? What responsibilities should we, the rich nations, take to help correct the situation? (The lifeboat scenario would be appropriate for debate. There is only so much food and money to be distributed on a global basis. Those countries who can do something with it receive aid; those who would not use it effectively receive less or no aid.) Assuming that the situation is not hopeless, what approaches are in order?

Further Suggestions:

1. To make this issue less abstract and more human, films are suggested. One film is especially outstanding--much of it was shot in Third World countries and vividly describes conditions that exist in those areas. The title is Five Minutes to Midnight. It is in three parts, each thirty minutes in length. Teacher preview is important to decide how to best utilize the film. Guest speakers who work for an agency and have traveled to these countries could share experiences with the class.

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2. In small groups have the students create a series of scenarios describing the global situation in the year 2000 if the gap continues to widen at its present rate.

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Title: REFUGEES: PEOPLE ON THE RUN

Introduction: Although records have been poorly maintained and the population fluctuates, the United Nations and other "watchful" organizations estimated that in 1981, approximately 15 million people were refugees. Americans, in recent years, have become aware of this problem with the influx of Vietnamese, Laotian, and Haitian refugees into the United States. Students will gain an understanding of a problem which, because of its scale, demands more attention. Why has this become a global issue? What impact does this situation have on a regional and global basis? What do we do to ease or correct this human plight?

Objectives:

To identify reasons why there are large numbers of refugees.
To identify the impact of this situation on a regional and global level.
To begin to understand the problems associated with being a refugee.
To become aware of some solutions to deal with this problem/issue.

Grade Level: 9-12

Time: Two to three class periods, time should be flexible

Materials: Handout #14, "Refugees: People on the Run"
The New State of the World Atlas

Procedure:

1. As a warm-up exercise and in a large group, have the students discuss their perceptions of what a refugee is. Students will discuss what it might be like to be a refugee--being deprived of basic needs and rights. If at all possible, invite a speaker who came into this country as a refugee to share his/her experiences with the class. Another possibility would be to invite a representative of an organization that assists refugees coming into our society.

2. Distribute Handout #14, and the Atlas. Refer the students to Map #26, "A Sort of Survival." Ask them to comment on the scale of the refugee problem. What strikes them the most when they look over the maps? Have the students identify the geopolitical areas that generate most of the refugees.

3. Direct the students to use Map #26 and other appropriate maps (finding those maps should be part of their task) to find reasons, according to the specific geopolitical area, for these homeless people. They should list

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those reasons on the handout, indicating the map from which they found the information.

4. Direct students to other maps in the Atlas and have them identify the impact of the refugee problem on a regional and a global level with respect to politics and economics.

5. At this point in the exercise, the teacher may wish to have students share their information and views with the rest of the class. This would also illustrate the concept that people looking at the same information draw different conclusions or perceptions.

6. In a large group have the students discuss what measures could be taken to help correct the plight of the refugees. You might want to point out that some groups of refugees, such as the Palestinians, have been in that condition for many years. Some areas of discussion:

   What kind of assistance is most helpful?

   To what extent should wealthier nations, not directly affected, help?

   Why should we help?

   What fault if any, should fall upon the government whose peoples are fleeing?

   Why is it in many cases, i.e., Ethiopian famine (1984), that people react only when the situation has become a crisis?

The teacher might also involve students in a debate on what position the U.S. should take relative to refugees wishing to enter its doors. This might elicit some lively debate considering the present economic situation of so many Americans being out of work.

Further Suggestions: Have students write up a brief report (four to five pages) on a particular case study (Cambodians, Vietnamese, etc.). Included in this report would be historical background; present circumstances of this group; and maps, charts, and statistics to illustrate information gathered.

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Title: SEPARATIST MOVEMENTS: FROM IRELAND TO INDIA

Introduction: There is an interesting paradox at work in the world. Although there is a trend toward internationalism, as reflected in a "global economy" promoted by multinational corporations, there is a growing sense of nationalism as embodied in numerous separatist movements. This activity provides students an opportunity to explore the concept of perception-misperception which underlines this issue. Students will examine "terrorism" which often manifests itself in various separatist movements. In addition, moral questions related to the use of violence as a method for achieving political self-determination, are raised.

Objectives:

To locate some of the more significant nationalist movements within the major geopolitical regions.
To identify reasons for separatist movements.
To examine the major consequences of these movements on national and global politics.

Grade Level: 9-12

Time: Three to four class periods

Materials: Handout #15, "Separatist Movements: From Ireland to India"
The New State of the World Atlas

Procedure:

1. In a large group, discuss with students some terms/concepts that are essential to understanding this issue. Make sure they can identify and recognize the differences between separatist, regionalist, irredentist and minority movements (refer to Maps #56 and #57). Of importance are the concepts of nationalism and self-determination. This should not be rushed through, especially if students are unclear about these concepts.

2. Have students discuss their general perceptions of these various movements. What strikes them the most when they hear or read about the activities of these movements? What emotions are elicited (fear, anger, sympathy)? Write emotions on chalkboard for discussion of reasons behind choices.

3. Distribute Handout #15. In small groups, direct students to Maps #56 and #57 in the Atlas and have them list five movements according to classification. You may wish students to focus on one geopolitical region.

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4. Direct students to identify reasons for separatist movements (Steps 4 through 6 are on just separatist movements.) Again, you may wish to have them focus on just one geopolitical region. (Note: The instructor may wish to assign a brief written, four to five pages, or oral report regarding a case study of a separatist movement. This report would include: historical background, explaining reasons for movement, goals of movement, methods used to achieve goals, and if possible, the future direction of the movement.)

5. Direct students to identify, with a brief statement for each, the consequences of these movements on national and global political policies, i.e., increase in security measures, suspension of certain constitutional laws, the connection between separatist groups and outside foreign governments.

6. This exercise would be suitable for a debate format. Here the morality of violence, which in many instances plays an integral role in achieving separatist goals, is examined.

   Is violence ever justified in achieving a goal such as self-determination/ self-rule, i.e., Basques, I.R.A., Palestinians?

   Are there any similarities between the American revolution and contemporary separatist movements?

   When there is violence, is one kind more acceptable than another? For example, if the separatists assassinated a government official, is the government roundup of suspected "terrorists" and sympathizers and their subsequent torture or execution justified?

   What is there about terrorism that makes it so difficult to defend against, esecially when the government is democratic?

Further Suggestions: This issue is ideal for role-playing. It may be set up as a trial before the International Court of Justice. The following roles could be assigned to groups of students:

Separatists
The Government the separatists are contesting
Representatives of countries who are members of the International Court (U.S., England, France, USSR, Mexico, Egypt, etc.).

The International Court of Justice would hear arguments from both sides.

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Title: THE ARMS RACE: SECURITY OR INSECURITY?

Introduction: The U.S. and the USSR have enough nuclear weapons to kill everyone in the world several times over--overkill. In spite of that, both sides argue "peace through strength." Many Third World nations whose populations are destitute continue to spend millions of dollars on weapons, some of them very sophisicated weapon systems. A fierce controversy surrounds military spending and sales, not only in the U.S., but also in Europe and Third World countries. Students will begin to sift through this complicated issue by examining a number of items such as: (a) the misperceptions between nations that lead to distrust and suspicion; (b) the extent of nuclear proliferation; (c) the choice between "guns or butter"; and (d) the possibility of breaking the cycle.

Objectives:

To examine the extent and consequences of nuclear proliferation.
To identify the reasons for the arms race between the U.S. and the USSR.
To assess the impact of arms spending on domestic social programs.
To examine the consequences of the arms race on a global scale.

Grade Level: 9-12

Time: Four to five periods

Materials: Handout #16, "The Arms Race: Security or Insecurity?"
The New State of the World Atlas

Procedure: (Note: You may wish to divide this issue into two categories: (a) arms spending and the "guns or butter" issues, or (b) nuclear weapons.)

1. Have students discuss the meaning of the arms race. Then have them list U.S. perceptions of the USSR and what their perceptions of the U.S. might be (aggressive, evil, distrustful, etc.) Write down these perceptions on the board or ditto them off; students should then see what similarities exist between the two perceptions. What conclusions can be drawn from these similarities, if any exist? If there are any similarities, how should this influence our thinking/perceptual patterns?

2. Distribute Handout #16. Refer students to Map #6 and Map #7. Have students examine any connection between the big military spenders and the number of military bases abroad. Their position should be defended in one or two brief paragraphs.

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3. Direct the students in a small group situation to other sources relative to the U.S. and USSR sales of arms abroad. List the geopolitical areas where there are significant sales. List the strategic and economic interests of both superpowers in these areas.

4. Refer students to Map #10 and other appropriate maps. Students will examine any connections between military spending, foreign military bases, strategic and economic interests of the two superpowers and war(s) in our time. Does the information refute or support the proposition that peace is kept through strength? (Ideal for a debate.)

5. Refer students to Maps #7 and #24 and those maps relative to social programs (health and education). Have students identify, with examples, any correlation existing between countries that spend large portions of their GNP on military goods and what they spend on their social programs.

6. Have students refer to Map #7 and those maps relative to social programs and have them evaluate the cost to social programs (health, education,) among the following nations: U.S., Argentina, Libya, Cuba, Saudi Arabia, USSR, Taiwan, and Sweden. What conclusions (comparisons/contrasts) can be drawn from looking at these nations individually and as a composite?

(The following steps refer to the nuclear section, Part B.)

7. Direct students to Map #8 in the Atlas. Have them list those nations who belong to the nuclear club and the nations who are capable of joining the club in the 1980s.

8. Refer students again to Map #8. Have them list the information that illustrates the need for strategic arms limitation, i.e., SALT. Give students a brief, basic background on SALT. Ask them to list their emotions based on the information in Map #8. You could then discuss their emotions in terms of their perceptions of the future.

9. This exercise is a follow-up to Step 7. Discuss with students the possible problems posed by nuclear proliferation. This could be accomplished by having the students write up a scenario. What can be done to discourage this proliferation? For example, what role could the U.S. take?

10. The nuclear issue is ideal for a debate. Students could take the proposition: the U.S. should entertain a freeze regarding its present number of strategic weapons and future deployment and research. Considering the freeze movement and the administration's reaction to it, the debate should prove lively.

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Further Suggestions: This topic lends itself to inviting in guest speakers representing various sides on the nuclear issue. There are also many films and filmstrips available from organizations such as the American Friends Service Committee.

Bibliography:

J. Zola and R. Sieck. Teaching About Conflict, Nuclear War and the Future. Center For Teaching International Relations University of Denver, Denver, CO 80208, 1984.

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Title: EARTH: AN ENDANGERED SPECIES?

Introduction: Next to nuclear war, world wide abuses of the environment pose the gravest threat to the "fate of the earth." Environmentalists, as individuals and as organized groups, are attempting to make us (inhabitants of earth) aware of our past and present attitudes and policies, and the need to re-evaluate and redefine our relationship with earth. The consequences of our abuses and neglect are substantial and global--acid rain, soil erosion due to mismanagement, toxic waste disposal, and pollution to the oceans and seas--just to name a few. Some concerned citizens, including members of the scientific community, say the damage is in some cases, irreversible. Students will begin to become aware of the importance and magnitude of this issue.

Objectives:

To identify the environmental problems facing our planet.
To identify the political, economic, and social reasons for this problem.
To examine the consequences of these problems on a regional and global basis.
To become aware of some solutions/alternatives to deal with this issue.

Grade Level: 9-12

Time: Two to three class periods, plus time for independent research

Materials: Handout #17, "Earth: An Endangered Species?"
The New State of the World Atlas

Procedure:

1. As a warm-up exercise, ask students for their definition of the term, ecology. Spend some time on this as it is an important term for understanding this issue. Ask for or give examples to aid in this task. Then ask students to share their level of awareness relative to this issue. You could accomplish this in the form of a pretest. Ask the students what accounted for their particular level of awareness, i.e., media exposure, school, parents, etc.

2. Distribute Handout #17 and refer students to Maps #45, #47, and #48 in the Atlas. Have the students, in small groups, identify the specific problems associated with the environment. Also, have the students indicate what geopolitical areas and/or nations are most affected by each problem.

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3. Ask students to identify some of the reasons (political, economic, social) for these problems. They may use the maps in the Atlas and/or other sources. You may wish students to examine specific countries within various geopolitical areas. Another possibility is to have the students look at these reasons, and to see whether or not they are similar or different with respect to differing geopolitical areas such as industrial nations as compared to Third World nations, or Africa as compared to Latin America.

4. This would be an appropriate time to involve the students in a role-playing exercise. An international agency would hear testimony relative to enviromental concerns. Testimony would be given on various problems: acid rain, deforestation, animal and bird extinction, pollution, etc. For each of these problems, the following is suggested:

   Current analysis of the problem

   What or who is responsible?

   Future projections

   Recommended course of "action"

5. Refer students to Maps #45, #47, #48 and other relevant maps in the Atlas and have them identify how the issue is globally interconnected. In other words, what happens environmentally "here" on the globe is going to have impact "there" on the globe. Encourage the students to give specific examples. Once this connection is established, have the students discuss in what way(s) this influences our perceptions of the issue.

6. Ask the students to examine the political, economic, and social consequences of the problem(s). They can refer to the maps in the Atlas and/or other sources. Each small group could focus on one geopolitical area. Ask students to determine if any one area would have more or fewer consequences? Why or why not?

7. Ask students to examine what is being done (if anything) by countries to help solve this global problem. Students could examine, for comparsion and contrast purposes, nations from the industrial sector and nations from the Third World.

Further Suggestions:

1. Invite as a guest speaker a member of an environmental organization such as Greenpeace, Sierra CLub, or Earth Watch.

2. Take a field trip with your class into your community to observe, first hand, environmental concerns.

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Title: POWER PLAY

Introduction: One way of viewing relations between nations is as a complex set of power struggles, with power being expressed in a variety of forms, including military, economic, political, and resource control. In this activity, students will explore the concept of power on a global scale, analyze the relative power of a particular country, and plan a suitable course of action for that country in a simulated world crisis.

Objectives:

To define power in a global context.
To analyze the potential forms of power available to a particular country.
To respond to a simulated world crisis within the role of a particular country and its power options.

Grade Level: 9-12

Time: Two to four class periods

Materials: Handout #18, "Power Play"
The New State of the World Atlas
Resources for individual country analyses

Procedure:

1. Brainstorm with the class, as a large group, all the forms of power available to nations on a global basis. Make sure that the concept is interpreted in the broadest sense, and that forms of power such as food power, financial power, and technological power are included.

2. Distribute Handout #18, Part A. Assign each student or small group of students a country or region. Using The New State of the World Atlas as well as other suitable resources, ask them to construct a power profile of that country or region. You may wish to add other forms of power to the profile based on the class definition in Step 1.

3. Point out that the information in the Atlas represents a point in time and does not, in many cases, indicate potential power. Encourage students to hypothesize about potential forms of power for their country or region. They may find answers in other sources, but indicate that for the purposes of this activity they should be creative and try to project global as well as local trends.

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4. After students have completed their power profile analyses, distribute copies of Handout #18, Part B, "A Simulated World Crisis." Tell students that they have two tasks: (a) decide on a course of action as an individual country that will maximize their power potential, and (b) make the necessary alliances with other countries to protect and enhance their power.

5. After all alliances have been made, ask each of the resulting groups of countries to report on its plan of action to the rest of the group.

6. Debriefing questions should include the following points:

   What forms of power seemed most effective?

   Which seemed most irresponsible?

   What role did ethics or morality play?

   On what bases were alliances made?

   Which forms of power will probably become more effective in the next fifty years?

   Which will become less effective?

   Is there power in numbers, or can one or two countries continue to control the centers of power in the world?

   What are the alternatives to global power struggles?

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RESEARCH

Title: THE NIEO: JUSTICE OR BLACKMAIL?

Introduction: The New International Economic Order (NIEO) is an alternative model for economic development proposed by the nations of the "South" or Third World. It was first drawn up in 1974 in response to the international crises created by the oil embargo. By 1980, approximately 120 nations, primarily in Latin American, Africa, and Asia, had endorsed the NIEO. This activity presents the main points of the NIEO program. Students then find evidence in The New State of the World Atlas to support or reject the proposals.

The evidence is organized into a case for or against the NIEO program. Research skills are emphasized because the students need to locate pertinent information and evaluate whether or not it supports the NIEO perspective.

Objectives:

To analyze the conditions which led to the proposals of the New International Economic Order.
To select evidence in The New State of the World Atlas to support or reject the proposals of the NIEO.
To synthesize the evidence into a coherent argument.

Grade Level: 9-12

Time: Two to three class periods

Materials: Handout #19, "The NIEO: Justice or Blackmail?"
The New State of the World Atlas

Procedure:

1. If students have completed either "The African Connection: A Fair Deal?" or "Rich Nations/Poor Nations," they should have some ideas about the perceived injustices expressed by the nations of the "South." Review these and ask for suggestions about how such injustices might be corrected. What proposals do the students have to change international systems and the relationship between the countries of the north and the south?

2. Distribute copies of Handout #19 and The New State of the World Atlas. Discuss student reactions to the proposals. Do they think the proposals are fair? Would they work: What factors might prevent them from being put into practice? Are they realistic? What are the strongest arguments for and against the program?

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3. Ask each student to take a position for or against the NIEO program (or assign positions). Refer them to the Atlas to find evidence consistent with their position. Remind students to make use of the Index and Notes and to consult at least five maps in the Atlas. (Note: Other sources may also be used. North-South: A Program for Survival will provide more background on the NIEO proposals, and The Developing World presents a more traditional approach to development.)

4. Using either a courtroom or debate format, ask representative students from each side to present their arguments for and against the NIEO program. A forum could be organized with outside speakers such as foreign students, representatives of industries operating in the Third World, and members of organizations like the American Friends Service Committee. The two sides may then wish to negotiate a compromise program.

Suggested Readings:

North-South: A Program for Survival: The Report of the Independent Commission on International Development Issues. Cambridge: MIT Press, 1980.

Baldwin, Harriet and Bruce Ross-Larson. The Developing World. Washington, D.C.: World Bank Educational Materials, 1981.

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Title: STATISTICS: USE AND ABUSE

Introduction: The State of the World Atlas is a valuable resource for students, but like any statistical source it has its limitations. In this activity the student turns a critical eye on the source itself and statistics in general. For what kinds of questions is the Atlas most appropriate? What is left out, either by selection or by the quantitative approach? Do the authors have a recognizable bias? How can students supplement the information from the Atlas?

Objectives:

To analyze the nature of information presented in The New State of the World Atlas.
To evaluate the Atlas as a source of information on international relations.

Grade Level: 7-12

Time: One class period

Materials: Handout #20, "Statistics: Use and Abuse"
The New State of the World Atlas

Procedure:

1. Ask students to list the characteristics of someone they would trust to bring them good notes on an important class or meeting that they had missed. Write these characteristics on the board. They will probably include accurate, complete, clear, neat, and unbiased (in the case of a controversial meeting). Would it be easier to get notes on a math class or on an American Culture class? Discuss why it is more difficult to communicate the values and more abstract ideas of the culture class than the quantitative nature of the math class.

2. Distribute copies of Handout #20 and the Atlas. Explain that this activity will give students a chance to look critically at a source--to decide on its most appropriate use and to become aware of its shortcomings. The idea here is that the Atlas is not an end in itself, but that it presents an incomplete picture that needs to be filled-in through the use of other sources. Use of the Atlas as an "answer book" is abuse, or at least a waste of its potential as a stimulus to curiosity and further study.

3. Allow time for students to complete the handout. Accept a variety of answers, because the point of the activity is to develop a critical approach to statistical sources. The process is more important than the

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answers themselves. Discuss their findings. Ask the following questions to conclude the activity:

What are the greatest assets of this Atlas in studying international relations?

What are its limitations?

In which ways is this Atlas better than sources such as an almanac that just lists statistics?

What kinds of questions does it answer most effectively?

What kinds of questions require information from other sources?

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Title: THE WORLD AS YOU PERCEIVE IT

Introduction: This activity can be used as an affective pre- and posttest for a series of activities using The New State of the World Atlas. It is designed to bring out some of the attitudes and perceptions that students have about international relations.

Objective:

To find out students' perceptions about the world after having completed the exercises in this book.

Grade Level: 7-12

Time: One class period or less

Materials: Handout #21, "The World as You Perceive It"
The New State of the World Atlas

Procedure:

1. Distribute copies of the handout. Review the directions and allow students time to complete it, making it clear that there are no "right" or "wrong" answers.

2. Discuss student responses, asking them for specific examples to support their attitudes. Use the following questions for further discussion:

   Is the world a frightening place to live in? Why?

   Is the world too complicated or too confusing?

   Is the world shrinking? In what sense?

   Can an individual have impact on the "state of the world"? How?

Bibliography:

Cousins, Norman. Human Options. New York: Berkley Press, 1984.

This book is highly recommended for high school students. On the one hand he states we should not underestimate the nature of the problems that confront the world. On the other hand, we ought never to minimize our ability to deal with those problems. This can be accomplished through the realization that there are viable options, and then acting on those options. We can create our futures.

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Title: SIDE TRIPS

Each of the following ideas for activities can be used to reinforce or extend the study of The New State of the World Atlas. The use of a variety of media and the opportunities to translate ideas into commitment can help to round out the learning experience. Especially for the issues activities, it is important that the instructor be informed of the most recent developments.

1. Assign each student a map from the Atlas to illustrate, either with a collage of photographs, a poster, mobile, or a set of symbols.

2. Make a jigsaw puzzle on "the state of the world," using the major concepts of the book and the theme of interdependence. Encourage creativity.

3. Make a bulletin board where students could put articles or cartoons illustrating what is new relative to one or more of the issues raised by the Atlas.

4. Students can maintain a notebook/journal in which they collect data on any change in an issue. They could also editorialize the data.

5. Laminate a set of maps from the Atlas. Give one to each student. Form groups of three to five. Give each group fifteen minutes to come up with as many correlations and/or interconnections between two or more of their maps as they can.

6. Allocate a few minutes on a weekly basis to a current events contest or a time for students and teachers to share information on what is new on a given issue or issues.

7. Assign each student one map to update by finding more recent or more complete information. (Sources: almanacs, U.N. statistics, etc.)

8. Using resources such as The Global 2000 Report to the President*, assign students particular maps to draw as they predict they will appear in the year 2000.

9. Ask students to write a brief sales promotion or ad trying to sell one of the following specialists on the usefulness of The New State of the World Atlas in his/her work:

   Executive of a multinational corporation
   Official of the International Red Cross
   U.S. Congressional Representative
   Farmer in Kansas

*The Global 2000 Report to the President, Council on Environmental Quality and the Department of State. New York: Penguin, 1982.

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STUDENT HANDOUTS

INTRODUCING THE NEW STATE OF THE WORLD ATLAS

This puzzle will give you a chance to get to know one of the most interesting new reference books available. Your task is to find the answer to each of the questions below by using the Contents, maps, The States of the World, and Notes on the Maps.

Write your answers in the blanks provided. Circle the first letter in each answer and write that letter in the corresponding box of the secret phrase at the bottom of the following page.

1. The skulls on Map #39 represent major _____.
2. Information on oil production and consumption is found in the section on Natural _____.
3. All the maps in the second section are related to the possession, sale, and use of _____.
4. According to Map #7, the countries which spend the highest percentage of their GDP on the military are in the _____ region.
5. According to the legend on Map #18, the group which accounts for more than one-third of world trade is the _____.
6. Muscat is the capital of _____.
7. According to the statement on Map 14, Earl Butz, a former U.S. Secretary of Agriculture once said that "_____ is a weapon. It is now one of the principal weapons in our negotiating kit."
8. The map which most clearly shows the gap between upper and lower social classes within each nation is _____.
9. According to Map #47, an East African country with almost half of its area in risk of desertification due to animal pressure is _____.
10. Which magazine was one of the sources of data for Map #30? _____.
11. The continent with the lowest population growth rate is _____.
12. The map which shows illiteracy rates is The _____.
13. Map #40 includes statistics on life _____.
14. Explanations of data collection and additional information related to each map is included in the section titled _____.

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15. According to the notes for Map #4, what is the name of the 1982 international agreement related to the law of the sea? _____.

16. The chart included in the notes for Map #54 lists dates on which women achieved _____.

SECRET PHRASE:

Question # 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

To check on the accuracy of your answers to questions 1-16, read the Introduction for the answer to this key question:

> What do the authors wish to provide for students of today's changing pattern of events?

Your answer to this question should be the same as the secret phrase. Using at least three specific examples from the Atlas, write a paragraph explaining the meaning of the secret phrase.

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LATIN AMERICA: CHECKING OUR PRECONCEPTIONS

Part A:

Directions: Answer TRUE or FALSE. Fill in the column at the left (PRETEST) with your guess before looking at the Atlas. Then find evidence on one of the maps in the Atlas to indicate whether the statement is most likely to be TRUE or FALSE. Write that answer in the second blank (EVIDENCE). Then list the map number you used. If the statement is FALSE, rewrite it to make it true.

PRETEST	EVIDENCE	
___	___	1. The population of Latin America will double in less than 40 years. Map # _____.
___	___	2. Latin America, as a region, spends a higher proportion of its GDP on military uses than any other world region. Map # _____.
___	___	3. Because they are agricultural countries, most Latin American nations grow enough food to feed their people. Map # _____.
___	___	4. Mexico earns over half of its export income from petroleum. Map # _____.

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PRETEST	EVIDENCE	
—	—	5. In general, per capita income (GNP/head) is higher in Latin America than in Africa and Asia. Map # _____.
—	—	6. In much of Latin America, there is a large gap between the incomes of the rich and poor. Map # _____.
—	—	7. Over half the population of Latin America is illiterate. Map # _____.
—	—	8. Water and air pollution are not yet serious problems in Latin America. Map # _____.
—	—	9. In Bolivia, less than half the population does not have a safe water supply or sanitation provided. Map # _____.
—	—	10. Inflation is a serious problem in many Latin American countries. Map # _____.

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Additional preconceptions (individual, class, etc.)

PRETEST EVIDENCE

__ __ 11. _____

_____

_____

Map # _____.

_____

_____

_____

__ __ 12. _____

_____

_____

Map # _____.

_____

_____

_____

Part B:

Choose three countries in Latin America which seem to have the highest standard of living. Support your choices with specific data on these countries from at least three maps.

	Highest Standard of Living	Supporting Evidence
1.	_____	_____
2.	_____	_____
3.	_____	_____

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Choose three countries in Latin America which seem to have the lowest standard of living. Support your choices with specific data on these countries from at least three maps.

	Lowest Standard of Living	Supporting Evidence
1.	_____	_____
2.	_____	_____
3.	_____	_____

What reasons might you give for the relative strengths and weaknesses of these countries? What do the richer ones have? What problems do the poorer ones have?

Part C:

List five examples of diversity in Latin America based on what you have learned from the Atlas.

1. _____
2. _____
3. _____
4. _____
5. _____

Bonus: What two countries are the only ones in Latin America with a GNP greater than the yearly income of EXXON? _____ and _____.

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SOUTH ASIA: A REPORT CARD

The nations of South Asia have faced a variety of problems in different ways. Using the maps of The New State of the World Atlas, you will be "grading" each nation for its achievements in solving a selection of economic and social problems.

1. On the outline map below, label each country of South Asia: India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan.

2. Complete the "report card" on page 3 of this handout by filling in the data for each country under the column labeled "test score." Then rate each country by grading it A, B, C, D, or F for its current status in solving each problem. Note the specific criteria for each problem. The first is done for you as a sample.

3. In order to grade these countries fairly, what information do you need to know other than the current information listed in the chart? (Hint: Is it fair to grade a student only on test scores at one point in time? What else do you need to know about that student?)

How would you find the information you need?

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Is it possible that you might change the grades you gave each country if you had more information? Explain your answer.

Considering that nations, like students, have unique characteristics (such as Nepal's topography, religious influence in Pakistan), how would this affect your evaluation of their progress? Explain, using specific examples.

4. What map(s) in the Atlas contains evidence of protest or internal disorder in the countries of South Asia? List the map number(s), name(s), and a brief statement of the evidence.

5. If you were advising the countries of South Asia in solving their socio-economic and "disciplinary" problems, what would be your main points? (Remember that the governments have limited funds.)

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COUNTRIES:	INDIA	PAKISTAN	BANGLADESH	SRI LANKA	NEPAL	BHUTAN
PROBLEM #1 Rapid Population Growth Map #2 Criteria: Population Growth 1976-81	Test score: Grade: B	Test score: Grade: D	Test score: Grade: C	Test score: Grade: A	Test score: Grade: B	Test score: Grade: B
PROBLEM #2 Low Per Capita Income Map #21 Criteria: GNP/head in U.S. $	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:
PROBLEM #3 Illiteracy Map #41 Criteria: Adult illiterates as proportion of population over age 15	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:
PROBLEM #4 Insufficient Diet Map #39 Criteria: Calories available-per person as proportion of estimated daily requirement 1979-80	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade :	Test score: Grade:	Test score: Grade:
PROBLEM #5 Inadequate housing & water supply Map #46 Criteria: Proportion of population with safe water supply	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:
PROBLEM #6 Poor health care facilities Map #40 Criteria: Life expectancy Men and Women	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:	Test score: Grade:

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EAST ASIA: THE NUMBERS GAME

Part A:

A basic idea in studying East Asia is scale. It is important to understand the relative size and dimensions of many factors in East Asian geography, economy, and society. This activity will help you get a more accurate measure on East Asia through comparison with the United States. Use The New State of the World Atlas to find the answers to the following questions (Part A):

1. The region of East Asia includes the following countries. Label each on the outline map below.

China	Hong Kong*	Mongolia
Taiwan*	Japan	North Korea
		South Korea

* Not technically considered countries but treated as such in the Atlas.

2. According to Map #2, which country has the world's largest population?

_____

3. Which country in East Asia had the slowest population growth rate between 1976-81? _____

4. Using the scale on Map #2, about how many multiples of the population of South Korea is the population of Japan? _____ (Check your answer for accuracy with the population figures in The States of the World chart.) What will happen to this comparison if present growth rates of both countries continue?

5. On Map #7, which East Asian country spends the lowest proportion of its GNP (national income) on the military? _____

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6. What is the only East Asian country with an energy surplus? (Map #12) _____

7. Which East Asian country has the greatest number of nuclear reactors? (Map #16) _____

8. Which country's share of world trade is greater than all of the other countries of East Asia put together? (Map #18) _____

9. What country has the longest life expectancy in East Asia? (Map #40) _____. How does it compare with the U.S.? _____

10. What country has the most serious pollution in East Asia? (Map #45) _____

11. In 1980-81, how did the inflation rate in Japan and China compare with that of the U.S.? (Map #50) _____

_____

12. How do China's nuclear weapons compare with those of the U.S. and the Soviet Union? (Map #8) _____

_____

13. The total manufacturing output of the U.S. is about how many multiples of that of Japan? (Map #15) _____

14. With which neighboring countries has China had border disputes between 1973-83? (Map #10) _____

_____

15. Compare China's population to that of the United States and the Soviet Union put together. (Map #2) _____

_____

Make one more comparison between the U.S. and one or more East Asian countries. Use any map in the Atlas. _____

_____

_____

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Part B:

1. List five trends, or directions of change, in East Asia (the first is completed for you as an example).

   a. China's population growth is slowing down and will eventually stabilize.

   b. _____

   _____

   c. _____

   _____

   d. _____

   _____

   e. _____

   _____

2. Predict the consequences of the changes you listed before on the quality of life within East Asia and on its relationship with the United States and the rest of the world.

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WESTERN EUROPE: THE COMMON GOOD?

Part A:

These five statements about Western Europe all indicate a position. Using The New State of the World Atlas, find evidence to support each of the statements. In the space provided, take notes on the evidence, listing the maps from which you got your information.

1. Western Europe is heavily dependent on the rest of the world for raw materials as well as for markets for its exports.

2. Labor migration within Western Europe is caused by variations in standard of living and economic growth.

3. The strength of the European Economic Community is in the diversity of its members' economies.

4. Energy-related issues have caused considerable conflict within and among Western European nations, as well as between Western Europe and the rest of the world.

5. The Soviet oil pipeline to Western Europe will help Western Europe protect its leading economic position.

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Part B:

Choose one of the statements above and summarize the evidence from the Atlas in support of that position. Organize your data into a convincing argument. You may want to use diagrams, tables, or maps to illustrate particular ideas.

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THE ISLAMIC WORLD: DIVERSITY

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Part A:

1. On the outline map of the world, sketch in the area that you think of as the Islamic World.

2. Map #28 in The New State of the World Atlas shows the dominant religion in each country. List at least twenty of the countries in which Islam is the major religion.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now look back at your sketch on the outline map. Using a different color or pencil, draw in a revised sketch of the boundaries of the Islamic World. Describe the boundaries in two to three sentences below.

_____

_____

_____

3. Which countries are most removed from the religious center in Saudi Arabia?

_____ _____

How do you suppose the religion of Islam spread to these regions?

_____

_____

_____

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4. Refer to Map #2, "The State by Population." Which countries in the Islamic World have the largest populations? (Be careful to read the map for population size rather than growth rate.)

_____ _____

_____ _____

_____ _____

5. Name two countries in the region which have relatively small populations for their geographic size.

_____ _____

Part B:

Use the maps of the Atlas to decide if each of the following statements are TRUE or FALSE. List the number of the map you used as proof. If the statement is FALSE, rewrite it to make it TRUE.

_____ 1. Most nations in the Islamic World have received their independence since 1945. Map #_____.

_____

_____

_____ 2. Saudi Arabia sells more oil to the U.S. than it does to Europe. Map #_____.

_____

_____

_____ 3. Most nations in the Islamic World are food exporters. Map #_____.

_____

_____

_____ 4. Most nations in the Islamic World depend on one or two products for more than half of their export income. Map #_____.

_____

_____

_____ 5. In some nations of the Arabian Peninsula, much of the labor force is made up of foreign workers. Map #_____.

_____

_____

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_____ 6. Few women in Islamic countries work outside the home. Map #_____.

_____

_____

_____ 7. Compared with South America, countries of the Islamic World have greater extremes of wealth and poverty (within the country). Map #_____.

_____

_____

_____ 8. The deserts of the Islamic World are expanding. Map #_____.

_____

_____

_____ 9. Islamic countries in general have high crime rates. Map #_____.

_____

_____

_____ 10. All members of OPEC are in the Islamic World. Map #_____.

_____

_____

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Part C:

Give examples of DIVERSITY within the Islamic world for each of these factors:

Life Expectancy:

Climate:

GNP per Capita:

Educational Level:

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LE MONDE FRANCAIS

Many of the people who speak French do not live in France, but are spread out all over the world. They have close ties to France, but differ in their culture in many ways. This activity should help you get an idea of the diversity within the French-speaking world. You will be using an exciting new resource--The New State of the World Atlas. If you are not familiar with it, take a few minutes to get acquainted with the variety of information it contains.

Part A:

1. Using Map #27 in The New State of the World Atlas, list African countries in which French is the official language or one of two official languages.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Why do you suppose that so many African countries retained the French language even after independence?

_____
_____

2. List four countries in North Africa and the Middle East in which French is widely spoken, although it is not the official language. (Use Map #27)

_____ _____
_____ _____

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What was the relationship between France and these countries? (Differs by country--you may need to consult another source.)

Why do you think French is no longer an official language in the North African countries listed?

3. Which part of Asia still has language ties to France? _____

_____

What do you think will happen to those ties under the present political situation there? Why?

4. List three countries in the Western Hemisphere in which French is spoken by at least part of the population.

_____ _____

_____

5. Is French spoken by a sizable number of people of each continent? _____

If not, which continent(s) are left out?

_____ _____

_____

6. Using Map #6, list at least five countries in which France had military troops or advisors stationed in 1982.

_____ _____

_____ _____

_____ _____

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Part B:

There is considerable diversity within the French-speaking world--economic, political, and social. Complete the chart below to show the contrasts between France and other countries in the French-speaking world. Choose one French-speaking country for each of the items listed and compare it to France. Use information from the maps in The New State of the World Atlas. The first is done for you.

	France	French-speaking Country
Economic		
1. GNP/head, Map #21	$7000+	Chad: $300 or less
2. Calories/head, Map #39	_____	_____
3. Life Expectancy, Male/Female, Map #40	_____	_____
4. Labor importer or exporter, Map #32	_____	_____
5. Dependence on 1 or 2 exports, Map #19	_____	_____
Political		
6. Type of government, Map #23	_____	_____
Social		
7. Religion, Map #23	_____	_____
8. Telephones/100, Map #42 (inset)	_____	_____
9. Crimes, Map #44	_____	_____
10. Technology, Map #20	_____	_____

What possible conflicts do you see as a result of this diversity?

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Part C:

The French-speaking world retains significant ties other than language. Using specific evidence from The New State of the World Atlas, list five ways in which France and the other French-speaking countries can fulfill each other's needs. (Hint: Look for relationships in trade, finances, personnel, etc.) The first is done for you.

	Tie	Map #	Evidence
1.	Religion	28	Zaire, the Ivory Coast, and other countries share the Catholic religion with France and probably have close ties to the French church.
2.	_____	—	_____
3.	_____	—	_____
4.	_____	—	_____
5.	_____	—	_____

What do you think will happen to these ties over the next twenty-five years?

If you were the leader of France and wanted to reinforce the interconnections within the French-speaking world, what types of programs or policies would you recommend?

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NEWLY INDUSTRIALIZED COUNTRIES: MOVING ON UP

1. Define the term NIC, or "newly industrializing country."

_____

_____

2. List the eight NICs identified by the World Bank.

_____ _____

_____ _____

_____ _____

_____ _____

3. Using any of the maps in The New State of the World Atlas, decide on five basic criteria which separate the NICs from the rest of the developing world. List your criteria, the numbers of the maps from which you got your information, and the supporting evidence which shows a gap between the NICs and the rest of the developing world. Part of the first criteria is done for you as a sample.

	Criteria	Map(s)	Evidence
1.	GNP/capita	#2	The per capita GNP of most of the NICs is over $750 and is growing at the rate of 3%-5%/yr.
2.	_____	___	_____
3.	_____	___	_____
4.	_____	___	_____
5.	_____	___	_____

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4. Review your class definition of the characteristics of the middle class. Which characteristics can be most easily measured?

Comparing your concept of the middle class to the concept of the NICs, which characteristics of the NICs are easiest to measure?

Which parts of your class definition of the middle class are most difficult to measure?

Are there similar factors which might be important in explaining the success of the NICs?

What information is not found in the Atlas which could more fully explain why these particular eight countries are experiencing such rapid growth? Where could you find this information?

What can you predict about the future of the NICs? How does their future, like the future of many members of the middle class, depend heavily on the society around them? Give examples.

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THE AFRICAN CONNECTION: A FAIR DEAL?

1. Are most the countries of Africa food exporters or importers?

   _____

2. Which two African countries export grain?

   _____ _____

3. Which other countries are the world's largest exporters of cereals and probably the sources of most food sent to Africa?

   _____ _____

   _____ _____

4. According to Map #39, which African countries have the least food calories available per capita?

   _____ _____

   _____ _____

   _____

   How does Africa compare to other continents in the incidence of major famines?

   _____

   _____

5. What has happened to food production in Black Africa during the past twenty years? Why? (See Notes on the Maps)

   _____

   _____

6. Map #19 shows the degree of dependence of each country on one or more exports. What agricultural products account for the one-product African economies?

   _____ _____

   _____ _____

   _____ _____

7. What mineral products are the basis of African one-product economies?

   _____ _____

   _____ _____

   _____

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8. What other minerals are found in substantial quantities in Africa? (Map #11)

_____ _____

_____ _____

_____ _____

_____

9. List the four African members of OPEC.

_____ _____

_____ _____

10. On Map #18, explain why countries such as Libya and Nigeria have shown rapid growth in exports, while others such as Kenya, Ghana, and Zambia have registered a decline. (Clue: What products do they sell? See Notes on the Maps)

_____

_____

_____

11. How does Africa as a whole compare in its share of world trade to Japan?

_____

_____

12. How does Africa, as a whole, compare to Japan in total national income?

_____

_____

13. What would African countries need in order to develop their own industries?

_____

_____

_____

14. What evidence on the maps indicates that it would be difficult for African countries to get these things? (Hint: Think of skills as well as capital to invest in industry.)

_____

_____

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15. In what ways do the industrialized countries keep the developing countries such as those in Africa "down on the farm?" How can large corporations and governments of industrialized countries prevent new industries from developing in other parts of the world?

_____

_____

_____

16. How might raw materials producers "fight back?"

_____

_____

Has this been successful? Support your answer with specific examples.

_____

_____

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GLOBAL HUMAN RIGHTS AND WRONGS

Part A:

On the next page, list what you consider the five most important human rights, on a global basis. For each right, find at least one map in The New State of the World Atlas which offers information on the degree to which that right is available to people in different parts of the world. List the map number(s) and name(s). Also, write at least three significant facts (extremes, surprising facts, comparisons, patterns) which you learned from each map.

Part B:

On the same form, list two specific questions raised by each map which could be answered either by consulting other maps or sources. (Try to make your questions "how" and "why" looking at reasons, connections, patterns.)

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HUMAN RIGHT	SIGNIFICANT FACTS	QUESTIONS RAISED
Map # & Name		
Map # & Name		
Map # & Name		
Map # & Name		
Map # & Name		
Map # & Name		

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HUMAN RIGHTS: ON TRIAL

Part A:

A number of countries have been accused of serious violations of human rights. Some of these include the Soviet Union, China, Guatemala, El Salvador, the United Kingdom (Northern Ireland), Poland, Chile, Cuba, the Philippines, South Africa, Israel (occupied territories), Argentina, India, and Haiti.

Choose one of these countries or another for which you think you would have sufficient evidence. Using The New State of the World Atlas, find as much information as you can about that country. Take notes on the maps you used and on the evidence. Remember to think of economic, political, and social rights.

COUNTRY: _____

EVIDENCE: (Continue on back if you need to.)

Part B:

Using other sources, do further research on possible human rights violations in that country. Select the strongest evidence.

Present the argument in the form of a prosecutor's indictment. Be sure to include the specific charges, supporting evidence, and a plan for action by the U.S. government or a UN agency. Arguments may be either written or oral.

The class, acting as a grand jury, will then vote whether or not to indict each of the countries.

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WORKERS OF THE WORLD

Part A:

1. Refer to Map #32. List below the geopolitical regions that are affected by the "flight to work."

2. Referring to other maps in the Atlas, (i.e., #21), list reasons why people are leaving their home countries for work elsewhere.

   Political reasons (i.e., belonged to a labor union and was fired)

   Economic reasons (i.e., lack of jobs)

   Social reasons (i.e., religious discrimination)

3. List and briefly explain examples of the impact of these workers "in flight" on the "receiving nations."

   Political

   Economic

   Social

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4. List and briefly explain examples of the impact on the nations/areas the workers are coming from.

Political

Economic

Social

5. What impact does this migration have on the people "in flight?"

6. A major phenomenon happening in most Third World countries is the vast numbers of people moving from the countryside to urban centers, for example, Mexico City. Refer to Maps #21 and #46 and other maps to list some of the reasons for this migration. Describe the impact of the migration upon Third World nations. (Use specific examples from the maps.)

Reasons for migrations:

Impact of rural-urban migration on Third World nations:

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Part B:

For the following questions, use one to two paragraph answers.

1. Refer to Map #34. Briefly discuss any correlation between the percentages of the work force engaged in agriculture and industry and the national income. (Map #21) Use specific examples to support your conclusions.

2. Refer to Map #36. (A) Discuss and defend the correlation, if any, between the GNP per capita and the numerical strength of labor unions. (B) Is there any connection between the degree of independence enjoyed by unions and the type of government?

   a. _____
   _____
   _____

   b. _____
   _____
   _____

3. Refer to Map #35. Is there any relationship between cultural attitudes (religion, social norms) and women as workers?

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RICH NATIONS/POOR NATIONS

1. Refer to Map #38. In what part of the world are most of the poor nations?

   _____

   What percentage of the world's income is earned by the people in the poorest 49 percentage of the world's population? _____

2. Identify five other maps in the Atlas that illustrate the gap in power between rich and poor nations. Use map number and name.

Map #	Name

3. Identify the economic and political reasons why a gap exists between the rich and poor nations.

Map #	Political Reasons

Map #	Economic Reasons

4. List maps in the Atlas that give information about the "basic needs" denied to many people living in poor nations.

Map #	Name	Need

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5. Is there any evidence in the Atlas to indicate whether or not the global "cycle of poverty" can be broken? Write a paragraph in which you take a stand and support it with specific evidence. If you feel that there is insufficient evidence, which questions would you ask and which kinds of sources would you consult?

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REFUGEES: PEOPLE ON THE RUN

1. Refer to Map #26, "A Sort of Survival," and other appropriate maps in the Atlas. List (with a brief statement for each) the reasons that there is a refugee problem. Write the number of the map used in gathering information.

Political Map #

Economic Map #

Social Map #

Other Map #

2. Using other maps in the Atlas, identify the impact of the refugee problem on both a regional and global level with respect to politics and economics.

Regional Level Map #

Global Level Map #

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SEPARATIST MOVEMENTS: FROM IRELAND TO INDIA

Part A:

Refer to Maps #56 and #57 in the Atlas and list five nationalist movements. Classify them as separatist, regionalist, or irridentist. What area are they in?

Group Name	Classification	Area

Part B:

Refer to Maps #56 and #57 and other maps in the Atlas, and list reasons for just separatist movements.

Maps and Reasons

Part C:

From your knowledge of separatist movements, identify and list consequences of these movements on national and international political policies. For example, a nation abolishing its constitution because of "terrorist activities." Be prepared to discuss your answers.

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CONSEQUENCES:

National Level:

International Level:

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THE ARMS RACE: SECURITY OR INSECURITY?

Part A:

1. Refer to Maps #6 and #7, is there a correlation between the big military spending countries and the extent of their foreign military presence?

2. Using other sources, look at the sales of arms abroad on the part of the U.S. and the USSR. List the geopolitical areas where there are significant sales. List the strategic and economic interests of both the superpowers in those areas.

Geopolitical Area	Economic Interests		Strategic Interests	
	USA	USSR	USA	USSR

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3. Refer to Map #10 and other appropriate maps and sources. Examine any connection(s) between military spending, foreign military bases, strategic and economic interests of the two superpowers and war(s) in our time.

4. Refer to Maps #7 and #24 and those maps relative to social programs (health, education). What relationship exists between countries that spend a large proportion of their GNP on arms and what they spend on their social programs? Give examples.

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5. Refer to Map #7 and those maps reiative to social programs in order to evaluate the cost to the social programs (health, education) among the following nations: U.S., Argentina, Libya, Saudi Arabia, USSR, Taiwan, Sweden, and Cuba.

	Percent of Gross Domestic Product On Military Spending	Effects Upon Social Program
U.S.		
Argentina		
Libya		
Saudi Arabia		
U.S.S.R.		
Taiwan		
Sweden		
Cuba		

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Part B:

1. Refer to Map #8. List nations that belong to the "nuclear club" and then list the ten nations capable of producing nuclear weapons in the 1980s.

Probable Future Members:

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2. Refer to Map #8. List what information the map has which illustrates the need for strategic arms limitations. Based on the information (Map #8), state your emotions.

Information: _____

Emotions: _____

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EARTH: AN ENDANGERED SPECIES?

1. Refer to Maps #45, #47, and #48 in the Atlas. In small groups identify the specific problems acsociated with the environment. Also indicate what geopolitical areas and/or nations are most affected by each problem.

Problems	Geopolitical Area(s)

2. Refer to Maps #45, #47, #48 and other maps in the Atlas (as well as other sources). Identify political, social, and economic reasons for these problems.

Political:

Social:

Economic:

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3. Refer to Maps #45, #47, and #48 and other appropriate maps in the Atlas. Identify how this issue is globally interconnected? How is what happens environmentally at one place affect and influence another place on the globe? Try and give specific examples.

4. Refer to the maps in the Atlas. Examine what the political, social, and economic consequences of our environmental problems are.

Political Consequences

Social Consequences

Economic Consequences

Examine if any one geopolitical entity and/or nation would have more or fewer consequences? Why or why not?

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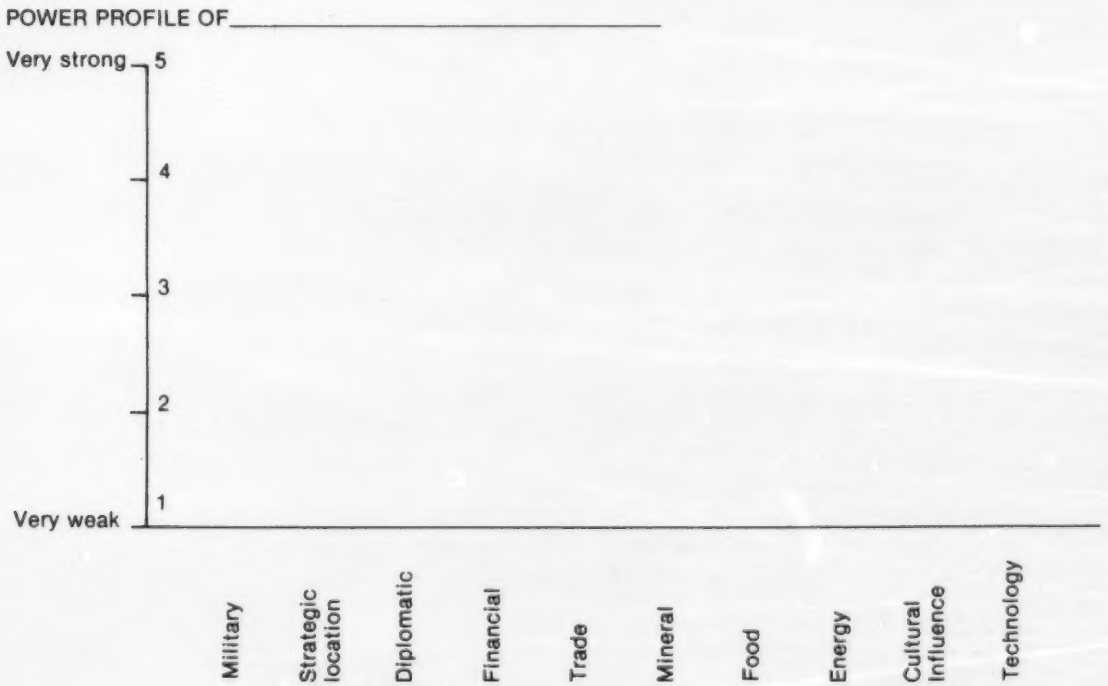
POWER PLAY

Part A:

Choose one country from the list below. Using the maps in the Atlas, evaluate the forms of power available to that country. Rate your country on the scale for each form of power. After completing the ratings, draw your country's Power Profile. (Make dots, then connect.)

Choose from these countries; U.S., China, Japan, USSR, Indonesia, Pakistan, India, Mali, Singapore, Egypt, South Africa, U.K., Peru, Brazil, Mexico, Kenya, West Germany, Iran, Iraq, United Arab Emirates, Qatar, Saudi Arabia, Zaire.



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Part B: "A Simulated World Crisis"

It is the year 2000. The world is facing a severe crisis caused by the actior of fundamentalist Muslims who have come to power in the United Arab Emirates (now renamed the United Arab Islamic Republic). The UAIR is closely allied with the successors of the Ayatollah Khomeini who still control Iran. In response to the revolution in the United Arab Emirates, the U.S. has refused to send them spare parts needed to keep their oil refineries operating. The leaders of the UAIR, in retaliation, blockaded the Straits of Hormuz (the entrance to the Persian Gulf) and have refused to allow oil shipments destined for the U.S. and its allies to pass through the Straits. As a result, the price of oil on the world market has increased drastically. Nations in the Third World without access to alternative forms of energy are in a precarious situation. Prices of manufactured goods from industrialized countries have also jumped. Complicating the situation is a split in the Muslim World between fundamentalists and advocates of a more moderate approach (including many of the African Muslim nations). Nations on all sides of the conflict are meeting to decide on a course of action.

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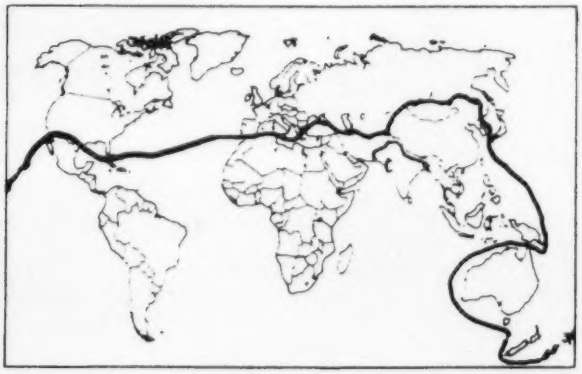
THE NIEO: JUSTICE OR BLACKMAIL?

The New International Economic Order (NIEO) is a program for economic development proposed by the nations of the "South," or Third World. It was first drawn up in 1974, when the Arab oil embargo triggered a series of international economic crises that severely affected developing countries. By 1980 approximately 120 nations had endorsed the program of the NIEO. The map below divides the world into North and South as they will be used in this activity.



The main points of the NIEO program include the following:

1. $4 billion of emergency and long-term aid to the least developed countries (projects for water and soil management, health care, forestation, solar energy, mineral and petroleum exploration, support for industrialization and transportation, technical assistance).

2. Increase food production in food-importing developing countries by irrigation, agricultural research, use of fertilizers and land reform programs.

3. Reduce rapid population growth in developing countries. Bilaterial agreements between migrant workers' home countries and countries of immigration. Establish rights of refugees to asylum and legal protection; resettlement aid to countries of asylum.

4. International management of the atmosphere and development of ocean resources outside the exclusive economic zones of 200 miles.

5. Redefinition of security to be more comprehensive than just military security. Increased public awareness of danger of the arms race and its cost to social programs. Special tax on arms trade.

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6. Social and economic reform in developing countries. Increased technological training, reform of tax system and government administration.

7. Regional cooperation among developing countries to support industrialization and trade.

8. Greater participation of developing countries in processing, marketing and distributing their own commodities. Worldwide commodity agreements to stabilize commodity prices. Funding for mineral exploration by developing countries.

9. Development of an international energy strategy. Controls on prices of scarce energy resources; orderly transition to greater dependence on renewable energy sources.

10. Reduction in protective tariffs in industrialized countries. Financial support for newly industrializing countries. International fair labor standards.

11. Strict international code of ethics for multinational corporations. Transfer of more technology and productive facilities to developing countries.

12. Full participation of the Third World in the revision of the international monetary system. Participation of developing countries in decisions of the IMF (International Monetary Fund).

13. Substantial increase in aid from countries of the North to the South. Goal of 1 percent of each country's GNP to development assistance by year 2000.

14. Need to educate public opinion and the younger generations about the importance of international cooperation.

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STATISTICS: USE AND ABUSE

Before using a new resource it is a good idea to carefully analyze it for its strengths and limitations. The New State of the World Atlas was produced to give a clearer picture of some of the most important developments in global economics, politics, and society. It can be a valuable resource, but like any tool, the user needs to learn which tasks it is most suited for and how to apply it most effectively.

Answer the following questions based on a careful examiniation of the Atlas.

1. In what year was the Atlas published?

   _____

2. Examine a selection of maps (at least five) throughout the Atlas. From what year(s) are the data on the maps drawn?

   _____ _____ _____

   _____ _____ _____

   Do you see any problems with these dates? Explain, using specific examples.

3. What unusual technique does this Atlas use on Maps #2, #7, #21, etc. to show the relationships between countries and regions of the world? Explain, using examples.

4. Choose one map and explain how the use of symbols and a key effectively illustrates a particular set of relationships.

5. On Map #32, the national income of Africa appears very small in comparison with regions such as Europe. From what you know about how national incomes are calculated, how might this difference be exaggerated?

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6. On Map #24, what are some of the factors that might make the ratios misleading for particular countries? (e.g., Japan, Western Europe)

7. Name two maps that are handicapped by lack of available data.

_____ _____

8. What possible problems might make statistics on Map #44 inconsistent?

9. Why is there no information on Taiwan on a number of maps? (e.g., #41, #42)

10. In the Introduction and in their choice of subjects, the authors show a strong bias. Describe their political perspective in your own words. How might this affect their selection of data?

11. Refer to the Introduction. The authors themselves list some of the problems of dealing with statistics. Explain two of them in your own words.

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12. What kinds of sources did the authors use to compile the information on these maps? List five different types of sources.

_____

_____

_____

_____

_____

13. For which of the following topics would The New State of the World Atlas be a most appropriate source? Mark these topics (+). Which ones would be least appropriate? Mark these (-). In which would you find some information, but need to supplement through the use of other sources? Mark these (o).

_____ A Cross-cultural Look at the 1960s

_____ The Power of Multinational Corporations

_____ Family Life in India

_____ The Standard of Living in Latin America

_____ China's Development Since 1949

_____ Exploitation of Women and Ethnic Minorities

_____ Global Energy Resources and Consumption

_____ Influence of Religion in the Middle East

_____ Transportation Facilities in Africa

_____ The International Monetary System

14. From your answers to the questions above, what do you think are the greatest advantages an limitations of The New State of the World Atlas as a resource?

Advantages	Limitations

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15. If this Atlas were going to be revised for a third edition:

a. List three recommendations you would make to the authors for changes in specific maps.

_____

_____

_____

b. List two topics you would suggest for additional maps:

_____

_____

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THE WORLD AS YOU PERCEIVE IT

Please circle the number on the word scale that best expresses your views for each set of words.

"THE STATE OF THE WORLD IS..."

SIMPLE	1 2 3 4 5 6 7	COMPLEX
COOPERATIVE	1 2 3 4 5 6 7	COMPETITIVE
PEACEFUL	1 2 3 4 5 6 7	WARLIKE
LARGE	1 2 3 4 5 6 7	SMALL
IGNORANT	1 2 3 4 5 6 7	INFORMED
RICH	1 2 3 4 5 6 7	POOR
JUST	1 2 3 4 5 6 7	UNJUST
INTERNATIONALISTIC	1 2 3 4 5 6 7	NATIONALISTIC
INTERDEPENDENT	1 2 3 4 5 6 7	DEPENDENT
FAILING	1 2 3 4 5 6 7	WORKING

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